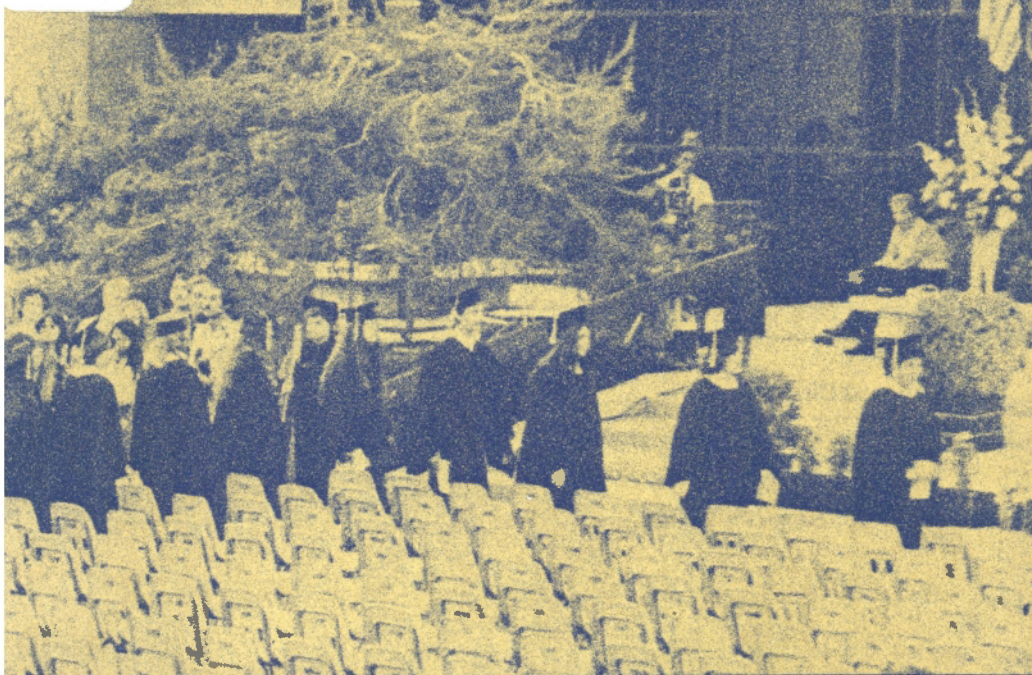


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California State College, Bakersfield

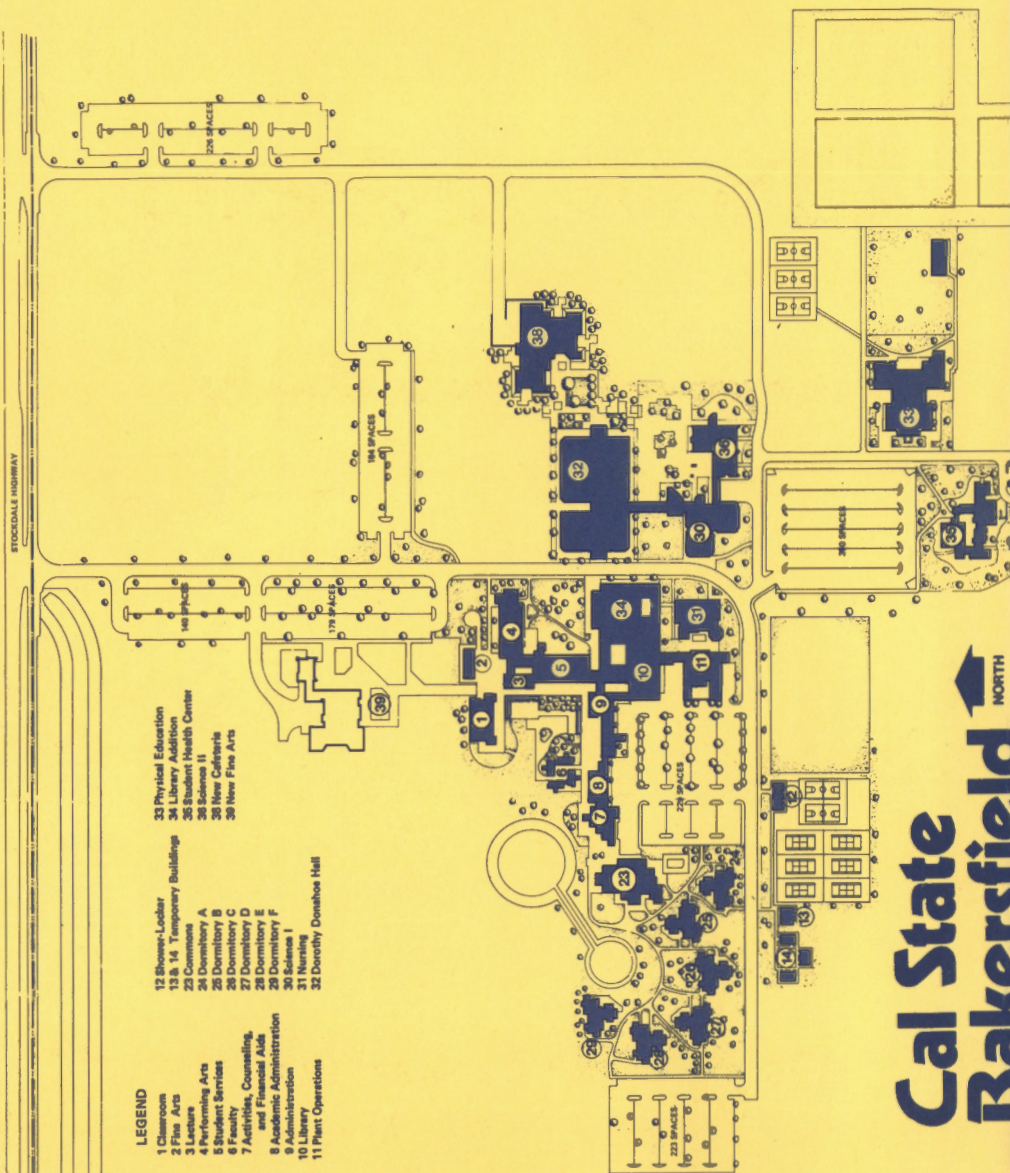
1977/78 CATALOG

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

LEGEND

- 1 Classroom
 2 Fine Arts
 3 Gymnasium
 4 Performing Arts
 5 Student Services
 6 Faculty
 7 Activities, Counseling,
 and Financial Aid
 8 Academic Administration
 9 Administration
 10 Library
 11 Plant Operations
 12 Shower-Locker
 13 14 Temporary Buildings
 15 Cafeteria
 16 Dormitory A
 17 Dormitory B
 18 Dormitory C
 19 Dormitory D
 20 Dormitory E
 21 Dormitory F
 22 Science I
 23 Science II
 24 Science III
 25 Physical Education
 26 Library Addition
 27 Student Health Center
 28 Science II
 29 New California
 30 New Fine Arts

Dorothy Donahue Hall



Cal State
Bakersfield



NORTH

GENERAL CATALOG

of

CALIFORNIA STATE COLLEGE, BAKERSFIELD



Fall, Winter, and Spring Quarters

1977-78

NOTE: All announcements herein are subject to revision without previous notice

NOTICE

The Board of Trustees of The California State University and Colleges, in Section 43800 of Title 5 of the *California Administrative Code*, has reserved the right to add, amend, or repeal any of its regulations, rules, resolutions, standing orders, and rules of procedure, in whole or in part, at such time as it may choose. None shall be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the Trustees. The Chancellor reserves the right to add, amend or repeal any of his Executive Orders, at such time as he may choose, and the President of California State College, Bakersfield, reserves the right to add, amend, or repeal provisions of this catalog and rules of the College, including handbooks, at such time as he may choose. No Executive Order shall be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the Chancellor nor shall any catalog provision or rule of the College be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the President.

Every effort has been made to assure the accuracy of the information in this catalog. Students are advised, however, that such information is subject to change without notice. Therefore, they should consult the appropriate instructional departments, schools, or administrative offices for current information.

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CALENDAR

JANUARY	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	MARCH	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
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CALENDAR

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CALENDAR

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ACADEMIC CALENDAR 1977-78

SUMMER 1977

First Session	June 20-July 29
Second Session	August 1-August 19

FALL QUARTER 1977

September 12	Orientation
September 13-14	Registration
September 15	Classes begin
September 22	Last day to add classes; last day of late registration; last day to change between audit and letter grading.
October 5	Last day to change between credit, no-credit and letter grading; last day to withdraw from classes without a "W" being recorded: withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair.
October 24- November 4	Academic advising and preregistration period for continuing students
November 3	Last day to withdraw from classes for a serious and compelling reason
November 11	Holiday, Veterans' Day
November 24-25	Holiday, Thanksgiving
November 28	Last day of classes (Friday class schedule)
November 29- December 3	Examination period
December 5- January 2	Christmas vacation

WINTER QUARTER 1978

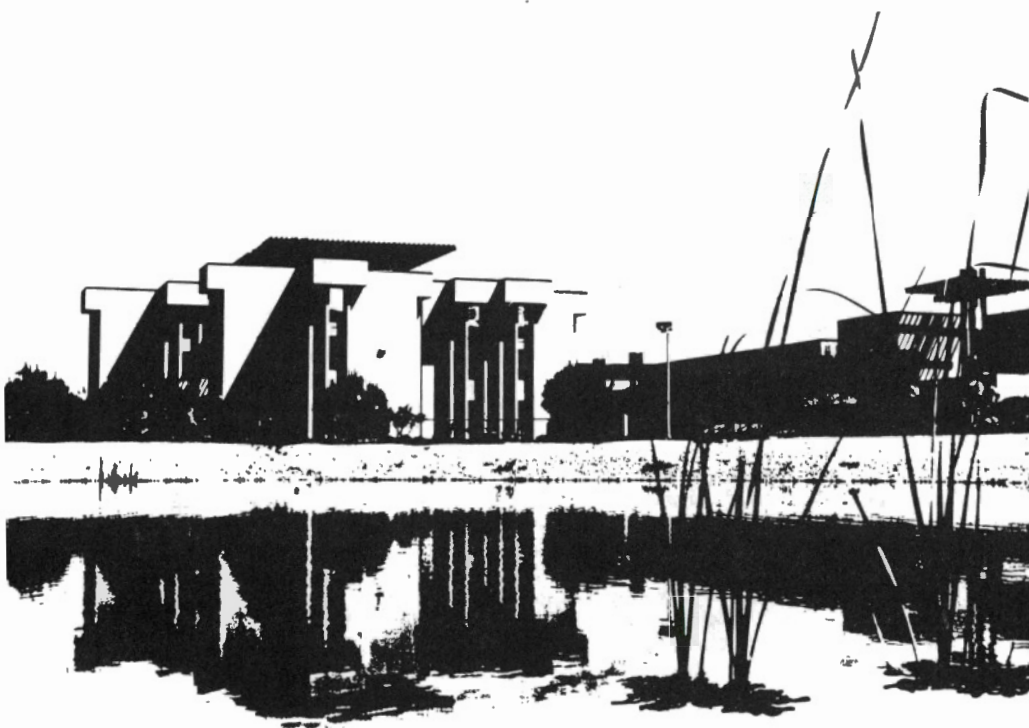
January 3	Orientation of new students and registration
January 4	Classes begin
January 11	Last day to add classes; last day of late registration; last day to change between audit and letter grading.
January 24	Last day to change between credit, no-credit and letter grading; last day to withdraw from classes without a "W" being recorded: withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair.
February 8-23	Academic advising and preregistration for continuing students
February 20	Holiday, Washington's Birthday
February 22	Last day to withdraw from classes for a serious and compelling reason
March 14	Last day of classes
March 15-18	Examination period
March 20-24	Spring vacation

SPRING QUARTER 1978

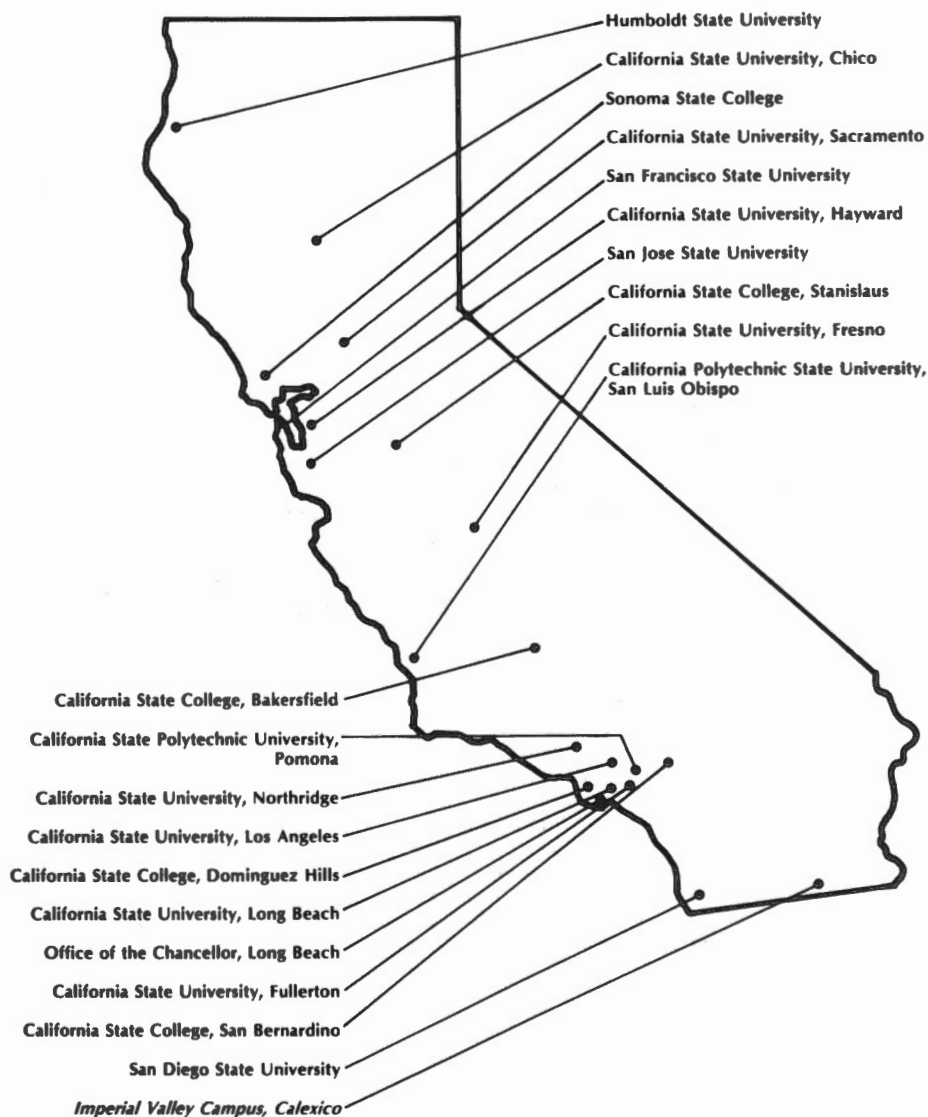
March 27	Orientation of new students and registration
March 28	Classes begin
April 4	Last day to add classes; last day of late registration; last day to change between audit and letter grading
April 17	Last day to change between credit, no-credit and letter grading; last day to withdraw from classes without a "W" being recorded: withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 24-May 3	Academic advising and preregistration period for continuing students
May 16	Last day to withdraw from classes for a serious and compelling reason
May 29	Holiday, Memorial Day
June 6	Last day of classes (Monday class schedule)
June 7-10	Examination period
June 10	Commencement

SUMMER 1978

First Session	June 19-July 28
Second Session	July 31-August 18



THE CALIFORNIA STATE UNIVERSITY AND COLLEGES



THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became The California State University and Colleges and 14 of the 19 campuses received the title *University*.

The oldest campus—San Jose State University—was founded in 1857 and became the first institution of public higher education in California. The newest campus—California State College, Bakersfield—began instruction in 1970.

Responsibility for The California State University and Colleges is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers on the respective campuses.

The Trustees, the Chancellor and the Presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of The California State University and Colleges, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by The California State University and Colleges through a distinguished faculty, whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All of the campuses require for graduation a basic program of "General Education-Breadth Requirements" regardless of the type of bachelor's degree or major field selected by the student. A limited number of doctoral degrees are offered jointly with the University of California.

Presently, under the system's "New Approaches to Higher Education," the campuses are implementing a wide variety of innovative programs to meet the changing needs of students and society. Among pilot programs under way are instructional television projects, self-paced learning plans, minicourses, and credit-by-examination alternatives. *The Consortium of The California State University and Colleges* fosters and sponsors local, regional, and statewide external degree and certificate programs to meet the needs of individuals who find it difficult or impossible to attend classes on a campus.

Enrollments in fall 1976 totaled approximately 300,000 students, who were taught by a faculty of 17,000. Last year the system awarded over 53 percent of the bachelor's degrees and 34 percent of the master's degrees granted in California. Almost 600,000 persons have been graduated from the nineteen campuses since 1960.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

EX OFFICIO TRUSTEES

The Honorable Edmund G. Brown Jr.	State Capitol
Governor of California	Sacramento 95814
The Honorable Mervyn Dymally	State Capitol
Lieutenant Governor of California	Sacramento 95814
The Honorable Leo McCarthy	State Capitol
Speaker of the Assembly	Sacramento 95814
The Honorable Wilson C. Riles	721 Capitol Mall
State Superintendent of Public Instruction	Sacramento 95814
Dr. Glenn S. Dumke	400 Golden Shore Drive
Chancellor of The California State	Long Beach 90802
University and Colleges	

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Appointments are for a term of eight years, except for a student Trustee and alumni Trustee whose terms are for two years, expiring in March of the years in parentheses. Names are listed in order of appointment to the Board.

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55 Professional Center Parkway,	P.O. Box 5166, Walnut Creek 94598
San Rafael 94903	Dr. Claudia H. Hampton (1982)
Robert A. Hornby (1978)	450 N. Grand, Room G353, Los Angeles
810 South Flower St., Los Angeles 90017	90012
Wendell W. Witter (1979)	Dr. Mary Jean Pew (1983)
45 Montgomery St., San Francisco 94106	2021 North Western Ave., Los Angeles
Mrs. Winifred H. Lancaster (1977)	90027
P.O. Drawer JJ, Santa Barbara 93102	Willie J. Stennis (1983)
Gene M. Benedetti (1978)	3947 Landmark, Culver City 90230
8990 Poplar Ave., Cotati 94952	Ms. Kathleen A. Carlson (1978)
Robert F. Beaver (1976)	185A Parnassus Ave., San Francisco
254 East 27th St., Los Angeles 90011	94117
Roy T. Brophy (1980)	Dr. Juan Gomez-Quinones (1984)
2160 Royale Rd., Suite 20, Sacramento	Chicano Studies Center, University
95815	of California, Los Angeles
Mrs. C. Stewart Ritchie (1980)	405 Hilgard Ave., Los Angeles 90024
1064 Creek Dr., Menlo Park 94025	John F. O'Connell (1979)
Frank P. Adams (1981)	Bechtel Corporation, P.O. Box 3965, San
235 Montgomery St., San Francisco 94104	Francisco 94119

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Secretary-Treasurer

OFFICE OF THE CHANCELLOR
The California State University and Colleges
400 Golden Shore
Long Beach, California 90802

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 Mr. Harry Harmon Executive Vice Chancellor
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 Dr. Lee R. Kerschner Vice Chancellor, Administrative Affairs
 Dr. Alex C. Sheriffs Vice Chancellor, Academic Affairs
 Dr. Marjorie Downing Wagner Vice Chancellor, Faculty and Staff Affairs
 Mr. Mayer Chapman General Counsel

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

California State College, Bakersfield
 9001 Stockdale Highway
 Bakersfield, California 93309
 Dr. Jacob P. Frankel, President
 (805) 833-2011

California State University, Chico
 1st & Normal Streets
 Chico, California 95929
 Dr. Stanford Cazier, President
 (916) 895-5011

California State College, Dominguez Hills
 1000 E. Victoria Street
 Dominguez Hills, California 90747
 Dr. Donald R. Gerth, President
 (213) 532-4300

California State University, Fresno
 Shaw and Cedar Avenues
 Fresno, California 93740
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California State University, Fullerton
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California State University, Hayward
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Humboldt State University
 Arcata, California 95521
 Dr. Alistair W. McCrone, President
 (707) 826-3011

California State University, Long Beach
 1250 Bellflower Boulevard

Long Beach, California 90840
 Dr. Stephen Horn, President
 (213) 498-4111

California State University, Los Angeles
 5151 State University Drive
 Los Angeles, California 90032
 Dr. John A. Greenlee, President
 (213) 224-0111

California State University, Northridge
 18111 Nordhoff Street
 Northridge, California 91330
 Dr. James W. Cleary, President
 (213) 885-1200

California State Polytechnic University,
 Pomona
 3801 West Temple Avenue
 Pomona, California 91768
 Dr. Hugh O. LaBounty, Jr.,
 Acting President
 (714) 598-4592

California State University, Sacramento
 6000 J Street
 Sacramento, California 95819
 Dr. James Bond, President
 (916) 454-6011

California State College, San Bernardino
 5500 State College Parkway
 San Bernardino, California 92407
 Dr. John M. Pfau, President
 (714) 887-7301

San Diego State University
 5300 Campanile Drive
 San Diego, California 92182
 Dr. Brage Golding, President
 (714) 286-5000

Imperial Valley Campus
720 Heber Avenue
Callexico, California 92231
(714) 357-3721

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
Dr. Paul F. Romberg, President
(415) 469-2141

San Jose State University
125 South Seventh Street
San Jose, California 95192
Dr. John H. Bunzel, President
(408) 277-2000

California Polytechnic State University,
San Luis Obispo
San Luis Obispo, California 93407
Dr. Robert E. Kennedy, President
(805) 546-0111

Sonoma State College
1801 East Cotati Avenue
Rohnert Park, California 94928
Dr. Peter Diamandopoulos, President
(707) 664-2880

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800 Monte Vista Avenue
Turlock, California 95380
Dr. A. Walter Olson, President
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Hugh C. Mays	Taft
Mrs. William E. Moore, Jr.	Bakersfield
C.J. Vignolo	Shafter
Martin Zaninovich	Delano

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Director of Public Affairs and Development	Sidney L. Sheffield, B.A., California State College, Long Beach
Secretary to the President.....	Esther Craig

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Assistant to the Academic Vice President	Vacant
Administrative Aid to the Academic Vice President	Marjorie Sauer
Provost, Academic Village	Vacant
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Dean, School of Business and Public Administration	Richard S. Wallace Ph.D., University of Virginia
Dean of Education	Jim D. Whitley, Ed.D., University of California, Berkeley
Dean, School of Humanities.....	Vincent H. Ponko, Jr., Ph.D., Loyola University
Dean, School of Natural Sciences and Mathematics.....	John R. Coash, Ph.D., Yale University
Director of Libraries	Benton F. Scheide, Ph.D., Case Western Reserve University
Coordinator of Audio-Visual Services	Richard D. Graves, Ed.D., University of California, Los Angeles
Dean of Graduate and Extended Studies	Roy R. Dull, Ph.D., Claremont Graduate School
Program Coordinator—Extended Studies	Janet Pierucci M.S., California State College, Bakersfield

ADMINISTRATIVE SERVICES

Dean for Administration.....	Kenneth E. Secor, Eng.D., University of California, Berkeley
Campus Planning Officer	Roberta W. Jorgensen, B. Arch., California Polytechnic State University
Chief of Security Services.....	Albert P. Zuniga
Campus Health and Safety Officer.....	George R. MacDonald, B.S., California State University, Fresno
Director of Institutional Studies and Automatic Data Processing.....	John C. Biddle, Ed.D., Indiana University
Manager, ADP Services.....	Donald G. Zarlingo, Ph.D., University of California, Riverside
Director of Personnel Services	Leon R. Harris, B.A., University of Southern California
Affirmative Action Coordinator	Cododac Colchado, M.A., Sacramento State University
Director of Physical Plant	James C. Schasteen

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College Business Manager.....	Gordon M. Callison, M.B.A., George Washington University
Administrative Assistant	Stan T. Frazier
Director of Accounting Services	Gary D. Glead, M.S., California State College, Bakersfield
Director of Procurement and Support Services.....	Peter S. Sharland, B.A., San Jose State University

Foundation

Foundation Manager	Gordon M. Callison, M.B.A., George Washington University
Bookstore Manager	Donald R. Norwood, M.S., California State College, Bakersfield
Food Services Manager	Rick Whitney

STUDENT SERVICES

Dean of Students.....	George B. Hibbard, Ed.D., Michigan State University
Director, Activities and Housing	John Beckman, M.Ed., Univ. of San Diego
Director of Financial Aids	Richard T. Huntley, Ed.D., Univ. of Southern California
Assistant Director of Financial Aids	Steve Herndon, M.S., California State College, Bakersfield
Financial Aids Counselor	Yolanda Espinoza, M.A., San Jose State University
Director of Housing.....	Steve Butler, M.A., Humboldt State University
Assistant Director of Housing.....	Margaret Sepeda, B.A., California State College, Bakersfield
Director of Health Services	Hubert S. Betenbaugh, M.D., Medical University of South Carolina
Assistant Director of Health Services	Carolyn Krone, R.N., B.S., California State College, Bakersfield
Activities Advisor	Suzanne Bunker, M.A., California State College, Bakersfield
Activities Advisor	Sandy Varner, M.A., California State College, Bakersfield
Associate Dean, Admissions and Records	Homer Montalvo, Ed.D., University of Southern California
Registrar	Nolan Shaffer, M.A., Fresno State University
Director of School Relations	Jerry L. Humpert, Ed.D., University of Southern California
Assistant to Director of School Relations	Vacant
Evaluation Coordinator	Margaret Whitaker, A.A., Pasadena City College
Director of Veterans' Affairs	Jim Hamilton, M.B.A., Oregon State University
Associate Dean of Students and Director of Counseling.....	Richard Swank, Ph.D., Purdue University
Director of Testing and Counselor.....	Willis Hill, M.A., Calif. State Polytechnic University, San Luis Obispo
Counselor	Roberta Linnenbrink, M.A., California State College, Bakersfield
Counselor for Disabled	Vacant
Director, Children's Center	Diane Hendrickson, M.A., Southern Illinois University
Associate Dean/Director of Placement	William Perry, M.A., California State College, Bakersfield
Assistant Director of Placement	Ann Mayo, M.A., California State College, Dominguez Hills
Assistant Dean of Students, Director of EOP, Special Services	Lee Adams, M.S., California State College, Bakersfield
Assistant Director of EOP	Sandra Matsui, M.A., University of California, Santa Barbara
Counselor/Tutorial Coordinator	Lee Farley, M.A., California State College, Bakersfield
Director of Athletics	Rudy Carvajal, M.A., University of California, Berkeley

AVERAGE ANNUAL COSTS AND SOURCES OF FUNDS PER FULL-TIME EQUIVALENT STUDENT

The 19 campuses of The California State University and Colleges are financed primarily through funding provided by the taxpayers of California. For the 1976-77 year, the total cost of operation is \$740 million, which provides continuing support for 239,410 full-time equivalent (FTE*) students. This results in an average cost per FTE student of \$3,091 per year. Of this amount, the average student pays \$285. Included in this average student payment is the amount paid by nonresident students. The remaining \$2,806 in costs are funded by state and federal taxes.

Averages do not fit all students alike or even any specific student. To arrive at an average figure that is meaningful, the costs outlined above exclude "user fees" for living expenses, housing, and parking, as well as costs for extension and summer session work. Computations are based on full-time equivalent students, not individuals, and costs are prorated by system totals, not by campus. The average costs for a full-time equivalent student in the system are depicted in the following chart:

1976-77 PROJECTION OF TOTAL COSTS OF CAMPUS OPERATION (Including Building Amortization)

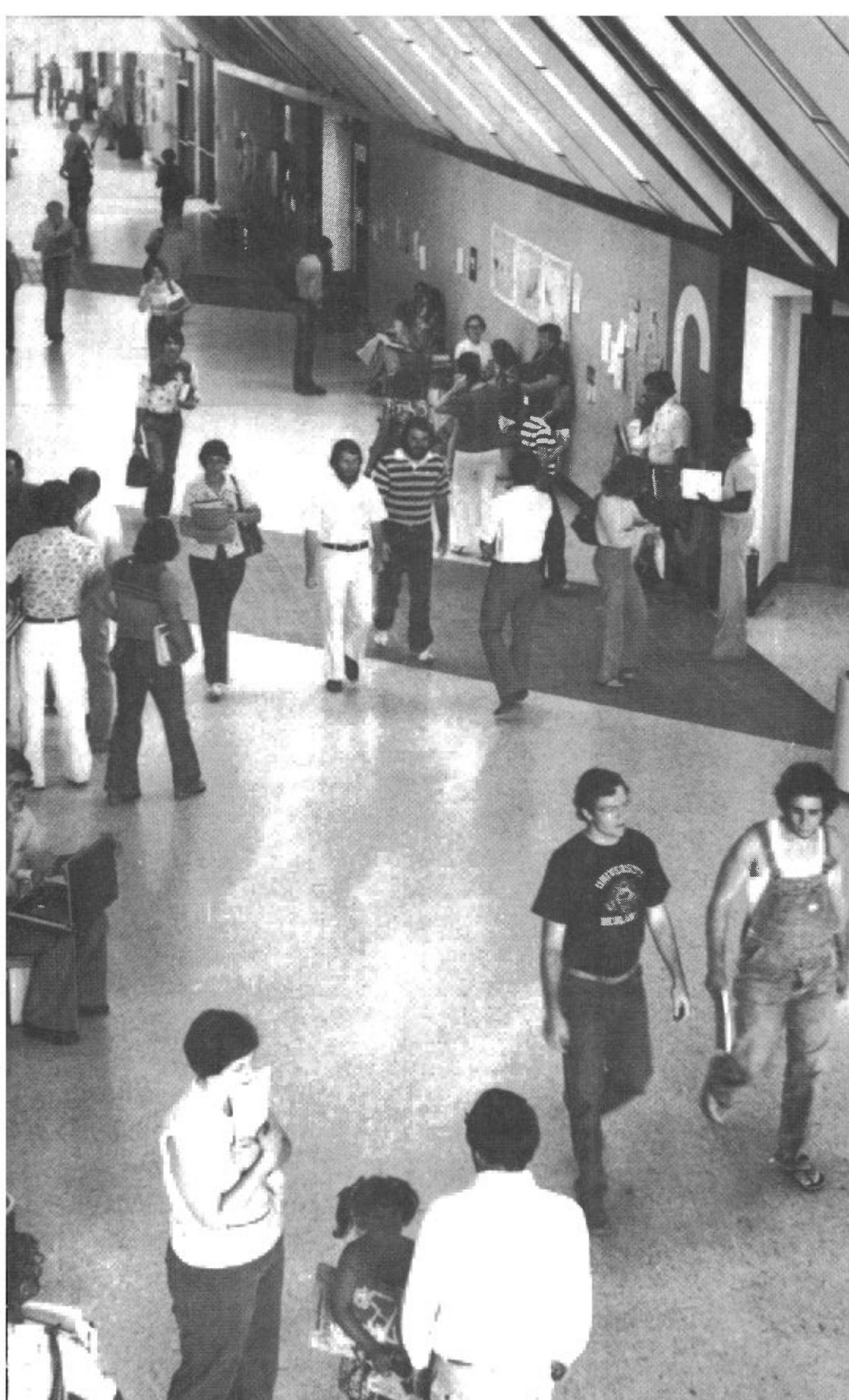
Projected Enrollment: 239,410 FTE

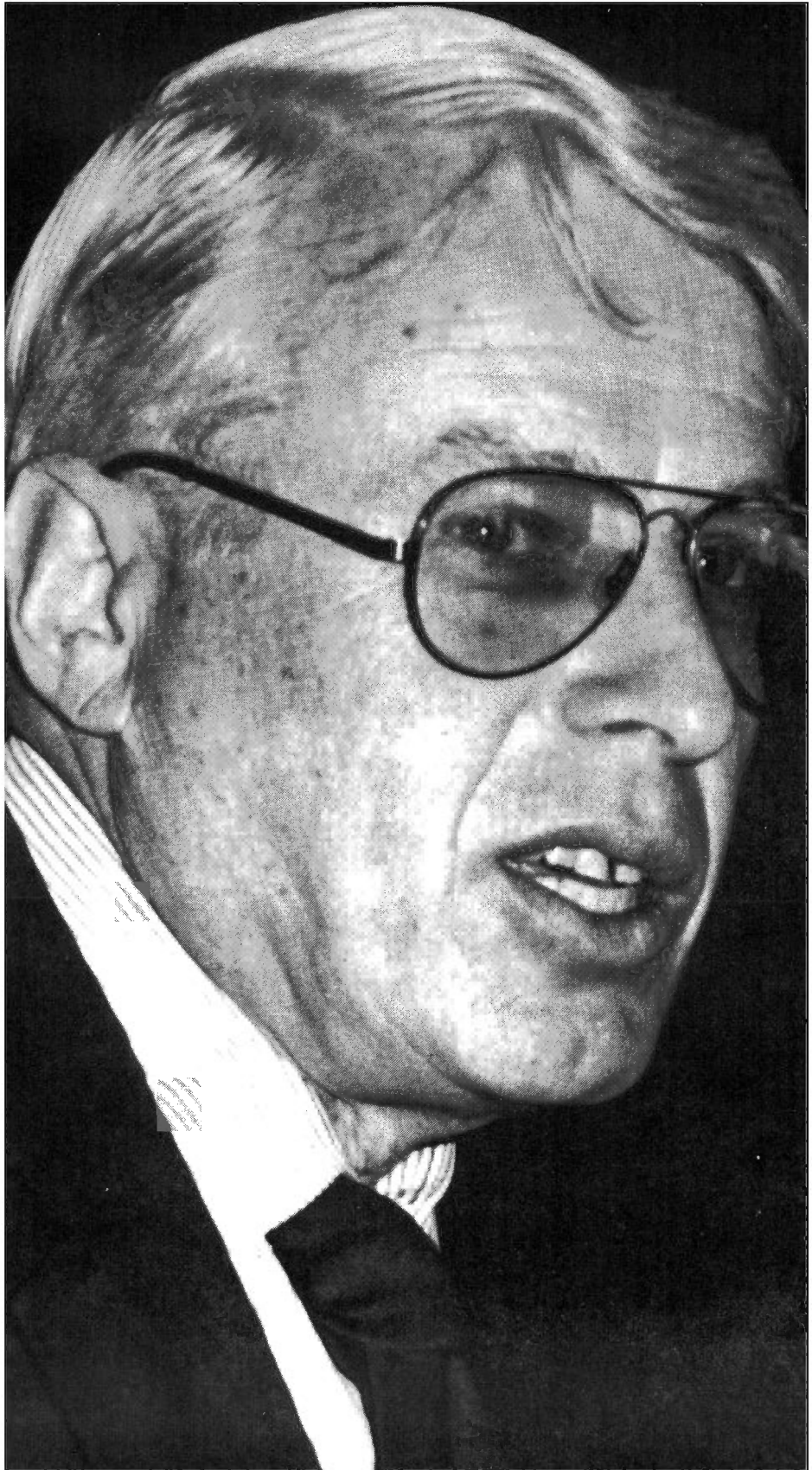
<i>Source</i>	<i>Amount</i>	<i>Average Cost Per Student (FTE)*</i>	<i>Percentage</i>
State Approp. (Support)	\$613,824,941	\$2,564	82.9%
State Funding (Capital Outlay)**	30,029,210	125	4.1
Student Charges	68,260,575	285 ***	9.2
Federal (Fin. Aids)	27,881,227	117	3.8
Total	<u>\$739,995,953</u>	<u>\$3,091</u>	<u>100.0%</u>

* For budgetary purposes, full-time equivalent (FTE) translates total head count into total academic student load. The term assumes that a full-time student in The California State University and Colleges is enrolled for 15 units of academic credit. Some students enroll for more than 15 units; some students enroll for fewer than 15 units.

** The system's wide range of facilities and equipment on the 19 campuses is currently valued at approximately \$1.17 billion, excluding the cost of the land. Amortized over a 40-year period, they are valued at \$125 per FTE student.

*** The average costs paid by a student include the student services fee, health facilities fee, college union fee, student body fee, and the nonresident tuition. This amount is derived by taking the total of all student fees and dividing by the total full-time equivalent student enrollment. Individual students may pay more or less than \$285 depending on whether they are part-time, full-time, resident or nonresident students.





INTRODUCTION TO THE COLLEGE

California State College, Bakersfield opened for instruction in September, 1970, with a firm commitment to the highest standards of academic excellence. This beginning of instruction represented both the culmination of intensive planning that had been underway since the College was created by legislative action in 1965 and also the first chapter in a chronicle of educational service designed to continue in expanding fashion for the years ahead.

The College opened, as the nineteenth institution in the California State University and College system, in eleven carefully designed and newly constructed buildings on a 375-acre campus at the western edge of Bakersfield. During its first year, 1970-71, the College had approximately 800 full-time students and 70 faculty members. By now it has grown to 2,400 students and 160 faculty members.

The college plan rests on assumptions including the following:

1. A liberal education is important for all students as a source of personal strength and as a basis for adaptation to future change in this fast moving world.
2. The student body will have the ability to benefit from, and therefore will expect, a rigorous and exciting academic program.
3. There are various forms of effective education, each requiring an atmosphere of active academic inquiry. The academic program as well as the faculty and students of this college must remain responsive to the need for flexibility and change.
4. The architectural plan of the College's campus should be designed to contribute to the academic environment.

The plan for California State College, Bakersfield rests on a conviction that an effective college should constitute a community made up of professors and students, with the students learning from each other as well as from their instructors. The design for this campus includes an Academic Village which serves as a living-learning center in which commuting students, dormitory residents, and staff members can supplement formal academic programs with other dimensions of interchange. This arrangement provides CSB students a unique advantage.

The academic program is designed to provide the College's students with a unified educational experience. The introductory course in each department is aimed at demonstrating the broad significance of the discipline. Part of the sophomore year is devoted to a program that presents an overview of ideas considered in regular General Education courses. Work offered in each department takes account of the extent to which traditional academic disciplines overlap in their concerns. Each senior takes a seminar in which the work in his area of concentration is analyzed in broad perspective.

As one means of achieving educational effectiveness, the College operates on a three-course, three-term plan. This schedule, under which the normal student load is three courses of five quarter units each, permits a productive focusing of academic attention. This opportunity for study in depth is supplemented by the less formal interchanges within the Academic Village. The academic year consists of three eleven-week terms extending from September to June. There are two summer sessions, the first lasting for six weeks and the second for three.

The role of this college is seen as going well beyond that of service only to its students. The staff intends that the establishment of this institution will make a substantial contribution to the citizens of the entire region.

Integration of the College with the community will be made more dramatic and more effective than could normally be the case because the provisions under which the state accepted the gift of land to serve as a campus included an agreement giving the College a strong voice in development of all land within a one-mile radius of the college site. This will permit establishment of an integrated, college-oriented complex that will serve as a bridge between the college and the community at large.

This institution has begun its operation with many circumstances in its favor. As a State College, it can keep the relationship between research and teaching in proportions that will contribute to its effectiveness as a place of learning. The diversified nature of the student body, balanced between students commuting from home and those living with their fellow students on or near the campus, should be a significant asset. The College's location in a substantial metropolitan area immediately adjacent to rural communities and open land provides opportunities both for service and for study.

In the years between a young man or woman's completion of high school and the time he graduates from college, he has undergone a major transformation. As the arena in which this change takes place a college has a heavy obligation. The program of this college has been designed to insure that its graduates are prepared not only to make a living but also to live meaningful lives.

THE COLLEGE PHYSICAL PLANT

As classes started in 1976, the instructional operations of California State College, Bakersfield were housed in facilities including an initial building complex of some 92,000 square feet, Science Buildings I and II (80,000 sq. ft. total), the Nursing Building (12,000 sq. ft.), Dorothy Donahoe Hall (53,000 sq. ft.), and the Physical Education Building (25,000 sq. ft.). The various buildings comprising this plant must embrace a multiplicity of functions in order to provide the basic support required by the academic programs of a new and developing institution. None is more than six years old, since the campus first opened in 1970. Included in these structures are: a complement of lecture classrooms ranging from 20 to 120 students in capacity; laboratories to implement the College's offerings in the behavioral, social, physical and life sciences, and in nursing; specialized spaces for art and music instruction; a library housing a growing collection of over 165,000 volumes (see expanded description below); a computer center; student service areas, such as the Student Health Center, a snack bar and a bookstore; and faculty offices and administrative and operational quarters.

The College's first student residence facilities were available for the 1972-73 academic year and now provide an extremely pleasant environment for up to 350 live-in students, with additional lounge and study spaces for a like number of commuters. When complemented by the addition of a similar residence component to be constructed later in the decade, these buildings will form the living element of the first campus living-learning village; portions of the initial academic buildings, located nearby, will provide instructional support for the learning processes at work in the village.

Several other building projects were under way or in some design stage as instruction began in 1976. A major food service center (cafeteria) will be available for the Winter Quarter 1977; that same structure will afford space for a major expansion of the Golden Empire Bookstore. The total facility, located near the center of the ultimate campus, will certainly add a new spirit of collegiality to the institution. Architectural planning for a fine arts building is nearly consummated, a most important step which will soon yield a 500-seat theatre and other key spaces for creative and performing arts instruction. Outdoors, a baseball diamond and a synthetic-surfaced track are soon to be added to existing physical education installations. These, and other important works, will be coordinated by the guidelines set forth in the architectural master plan for the campus, and regulated by the requirements of the College's developing academic programs. Growth of the campus physical plant in ensuing years will of course occur along lines established by the same influencing factors and at a rate consistent with the increases in institutional enrollment.

THE COLLEGE LIBRARY

The library is an instructional instrument provided to advance the educational objectives of the College. The book collection comprised upwards of 166,000 volumes at the beginning of the academic year 1976-77. Over 2,400 periodical subscriptions augment the book collection. Many backruns of periodicals are available either in bound form or on microfilm. The library holdings also include children's books, a pamphlet file, college catalogs, and over 41,000 state and federal documents. The library is a depository for the publications of the State of California and of the federal government.

The books and other materials of the library are easy to consult or borrow. They are kept on open shelves for convenient access and browsing. As needed, the librarians are available to assist with the use of the collection. Special facilities include group study rooms, a public typing room, and microform rooms equipped with machines for reading microtexts. The newly enlarged building also includes two outdoor courts for reading.

The audiovisual media center is a division of the library, with resources which complement the book collection. Holdings include a variety of non-book materials such as audio tapes, records, slides, film strips and motion pictures. Listening and viewing rooms are provided in the media center for evaluation and use of resident materials. A "touch-tone" audio-retrieval system is operational for language studies, music, and general instructional support. Technical services allied to audiovisual media and instruction are provided from this area.

THE COLLEGE FOUNDATION

The California State College, Bakersfield Foundation is organized to provide essential auxiliary services which cannot be provided from State appropriations for the instructional program. In support of the College, the Foundation receives private and public gifts and grants including contributions to student loan and scholarship funds, the library, laboratories and special collections, as well as research grants and general donations. In addition, the Foundation maintains the College Bookstore, Food Service, Intercollegiate Athletic Program and Alumni Association.

BOOKSTORE

Students will be able to purchase all of their text or non-text books, supplies and sundries from the on-campus bookstore operated by the College Foundation. Hours of service are posted at the bookstore. Open hours are extended during registration periods. Proceeds from the bookstore are used to further the educational aims of the college.

FOOD SERVICE

The College Foundation operates a cafeteria at the east end of the campus and a dining hall in the Academic Village, providing a wide variety of hot and cold food and drink items. Current hours of operation of the cafeteria are from 7:30 a.m. to 8:00 p.m. Monday through Thursday, and 7:30 a.m. to 3:00 p.m. Friday. Dining hall hours are approximately

one hour for breakfast, one and one-fourth hours for lunch and one hour for dinner. Non-boarders may eat in the dining hall on a cash basis; Academic Village residents use a meal ticket.

ACCREDITATION AND MEMBERSHIPS

The College is fully approved as a four-year, degree-granting institution by the Western Association of Schools and Colleges. The Teacher Preparation program is accredited by the California State Board of Education. The Nursing program is accredited by the California Board of Nursing Education and Nursing Registration and the National League for Nursing. The Medical Technology program is accredited by American Medical Association. The undergraduate program in Business Administration is accredited by the American Assembly of Collegiate Schools of Business. The Chemistry program is approved by the Committee of Professional Training of the American Chemical Society.

The college is a member of the American Association of State Universities and Colleges, Council of Colleges of Arts and Sciences, National University Extension Association, American Association of Allied Health Professions, National Student Exchange Program, College Entrance Examination Board, College Placement Council, Assembly of Cooperative Assessment of Experiential Learning, National Association of Schools of Public Affairs and Administration, National Collegiate Athletic Association, California Collegiate Athletic Association, California Council on Education of Teachers, Western Association of Art Museums, Greater Bakersfield Chamber of Commerce.

Women graduates of the college are eligible for membership in American Association of University Women.





ADMISSION, REGISTRATION AND FEES

REQUIREMENT AND USE OF SOCIAL SECURITY NUMBER

Applicants are required to include their social security number in designated places on applications for admission pursuant to the authority contained in Title 5, *California Administrative Code*, Section 41201. The social security number will be used as a means of identifying records pertaining to the student as well as identifying the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution.

ADMISSIONS PROCEDURES AND POLICIES

Requirements for admission to Cal-State Bakersfield are in accordance with Title 5, Chapter 1, Subchapter 3, of the *California Administrative Code*. A prospective applicant who is unsure of his status under these requirements is encouraged to consult a high school or college counselor or the Admissions Office. Applications may be obtained from the Admissions Office at any of the campuses of The California State University and Colleges or at any California high school or community college.

KINDS OF ENTRY—UNDERGRADUATE

1. *New Student*..... A beginning freshman or transfer who has not attended CSB as a matriculated student.
2. *Re-Entry*..... A person who has attended CSB previously as a matriculated student, who is not on academic drop status.
3. *Re-Admission* A person who has attended CSB previously as a matriculated student, who is currently on academic drop status.
4. *Non-Matriculant*..... A person enrolling in extension and/or summer session, who is not admitted as a matriculated student nor is eligible to enroll as a regular student until completing admission requirements and procedures.

NOTE* It is possible for non-matriculated students to register in a number of the upper division and graduate courses scheduled in the regular CSB daytime and evening program. Admission is based on space available, and instructor and school approval. For further information, contact the Division of Continuing Education, Suite 101, Faculty Building.

WHO MUST APPLY

An Application for Admission must be filed by any person who wishes to enroll for fall, winter, or spring quarter, either full-time or part-time. Former students who were enrolled for resident credit and have been absent from the campus for more than two full quarters preceding the quarter for which he wishes to return must also submit an application. In addition, students receiving the baccalaureate degree from CSB must apply for re-entry to continue enrollment with graduate standing. A student previously enrolled only in summer session or extension courses must make formal application if he wishes to continue his attendance in a regular term.

UNDERGRADUATE APPLICATION PROCEDURES

Prospective undergraduates, whether applying for part-time or full-time programs of study, in day or evening classes, must file a complete application including all the required forms and fees as described in the application booklet. The \$20.00 non-refundable application fee should be in the form of a check or money order payable to The California State University and Colleges. Undergraduate applicants may file only at their first choice campus. An alternate campus and major may be indicated on the application, but *an applicant should list as an alternate campus only that campus of The California State University and Colleges that he will attend if his first choice campus cannot accommodate*

him. Generally, an alternate degree major will be considered at the first choice campus before an application is redirected to an alternate choice campus. Applicants will be considered automatically at the alternate choice campus if the first choice campus cannot accommodate them. *Transcripts and other supporting documents should not be submitted until requested by the campus.*

POST-BACCALAUREATE APPLICATION PROCEDURES

All applicants for any type of post-baccalaureate status (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for professional growth, etc.) must file a complete application within the appropriate filing period. *Second baccalaureate degree aspirants should apply as undergraduate degree applicants.* A complete application for post-baccalaureate status includes all of the materials required for undergraduate applicants plus the supplementary graduate admissions application. Post-baccalaureate applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$20.00 non-refundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternative campuses or later changes of campus choice will be minimal. In the event that a post-baccalaureate applicant wishes to be assured of initial consideration by more than one campus, it will be necessary to submit a separate application (including fee) to each. Applications may be obtained from the Graduate Studies Office of any California State University or College campus in addition to the sources noted for undergraduate applicants.

SECOND BACCALAUREATE

Second baccalaureate degree aspirants should apply as undergraduate degree applicants and file, with their application, written approval of the department chairman of the major in which they seek the second degree. A complete application for a second baccalaureate degree includes the regular undergraduate application plus the \$20.00 non-refundable application fee.

CATEGORY QUOTAS AND SYSTEMWIDE IMPACTED PROGRAMS

Application quotas have been established by some campuses, in some majors, where the number of applicants is expected to exceed campus resources. All applications received in the initial filing period will receive equal consideration for such categories. A small number of undergraduate programs are impacted through the 19-campus system, and applicants to such programs are expected to meet supplementary admission criteria for admission to these programs. These programs are identified and announced each fall. Applicants will receive from the campuses further information about the supplementary admission criteria to be used and how and when applicants can meet them. Applicants to impacted programs *must* apply during the first month of the filing period.

APPLICATION FILING PERIODS

<i>Terms in 1977-78</i>	<i>First Accepted</i>	<i>Filing Period Duration</i>	<i>Student Notification Begins</i>
Summer Qtr. 1977	Feb. 1, 1977	Each campus accepts applications until capacities are reached. Most campuses accept applications up to a month prior to the opening day of the term. Some campuses will close individual programs as they reach capacity.	March 1977
Fall Sem. or Qtr. 1977	Nov. 1, 1976		Dec. 1976
Winter Qtr. 1978	June 1, 1977		July 1977
Spring Sem. or Qtr. 1978	Aug. 1, 1977		Sept. 1977

SPACE RESERVATIONS

Applicants who can be accommodated will receive a space reservation notice. A space reservation notice is not a notice of admission but is a commitment by Cal State Bakersfield to admit the student once eligibility has been established. The space reservation directs the applicant to arrange to have appropriate records forwarded promptly to the Office of Admission. Applicants should not request that any records be forwarded until they have received a space reservation notice.

HARDSHIP PETITIONS

There are established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Prospective hardship petitioners should contact the Admissions Office regarding specific policies governing hardship admission.

UNDERGRADUATE ADMISSION REQUIREMENTS

First-time freshman eligibility is governed by an eligibility index. The index is computed using the high school grade point average on all course work completed in the last three years of high school, exclusive of physical education and military science; and the ACT composite, or the SAT total score. The full table of grade point averages, with corresponding test scores and the equation by which the index is computed, is reproduced on p. 28. Test results of either the CEEB Scholastic Aptitude Test (SAT) or the American College Testing Program examination (ACT) are acceptable in establishing eligibility.

Registration forms and test dates for either test may be obtained from school or college counselors, from the addresses below, or from the campus testing offices. For either test, submit the registration form and fee at least one month prior to the test date.

ACT Address

American College Testing Program, Inc.
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240

SAT Address

College Entrance Examination Board
P.O. Box 592
Princeton, New Jersey 08540

First-Time Freshmen (California high school graduates and residents)

An applicant who is a graduate of a California high school or a legal resident for tuition purposes must have an eligibility index which places him among the upper *one-third* of California high school graduates. The minimum acceptable index for applicants using the SAT score is 3072; using the ACT score, 741.

First-Time Freshmen (high school graduates from other states and U.S. possessions)

The admissions requirements for non-resident applicants are more restrictive than those for California residents. An applicant who is a non-resident for tuition purposes and is a graduate of a high school outside California must have an eligibility index which places him among the upper *one-sixth* of California high school graduates. The minimum acceptable index for non-resident applicants using the SAT score is 3402; using the ACT score, 826.

First-Time Freshmen (graduates of secondary schools, etc., in foreign countries)

An applicant who is a graduate of a secondary school in a foreign country or who has equivalent preparation in a foreign country, may be admitted as a first-time freshman if his preparation and ability are such that in the judgment of the appropriate campus authority, the probability of his academic success at the campus is equivalent to that of eligible California high school graduates.

First-Time Freshmen (high school non-graduates)

Applicants over 18 years of age who have not graduated from high school are considered for admission only when their preparation in all other ways is such that California State College, Bakersfield believes their promise of academic success is equivalent to that of eligible California high school graduates. (These applicants are required to submit General Educational Development (GED) test scores, in order to establish high school graduation equivalence. Scores on the ACT or SAT also are required.

Undergraduate Transfers (resident and non-resident)

Transfer admission eligibility is based on *transferable* college units attempted, rather than on *all* college units attempted. The California Community College transfer should consult his college counselor for information on transferability of courses. An applicant in good standing at the last college attended may be admitted as an undergraduate transfer if he meets either of the following requirements:

1. He was eligible for admission in freshmen standing (see First-Time Freshman requirements) and has earned an average grade of "C" (2.0 on a scale where A = 4.0) or better in all transferable college units attempted.

2. He has completed at least 56 transferable semester units or 84 transferable quarter units with an average grade of "C" (2.0 on a scale where A = 4.0) or better if a California resident. Non-residents must have a G.P.A. of 2.4 or better.

Eligibility Index

The following chart is used in determining the eligibility of graduates of California high schools (or California legal residents) for freshman admission to a CSUC. Grade point averages are based on work completed in the last three years of high school, exclusive of physical education and military science. Scores shown are the SAT Total and the ACT Composite. Students with a given G.P.A. must present the corresponding test score. Conversely, students with a given ACT or SAT score must present the corresponding G.P.A. in order to be eligible.

ELIGIBILITY TABLE FOR RESIDENT APPLICANTS

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
(—) ¹	—	—	2.96	15	704	2.71	20	904	2.47	25	1096	2.22	30	1296
3.20	11	512	2.95	16	712	2.70	21	912	2.46	25	1104	2.21	30	1304
3.19	11	520	2.94	16	720	2.69	21	920	2.45	26	1112	2.20	31	1312
3.18	11	528	2.93	16	728	2.68	21	928	2.44	26	1120	2.19	31	1320
3.17	11	536	2.92	16	736	2.67	21	936	2.43	26	1128	2.18	31	1328
3.16	11	544	2.91	16	744	2.66	21	944	2.42	26	1136	2.17	31	1336
3.15	12	552	2.90	17	752	2.65	22	952	2.41	26	1144	2.16	31	1344
3.14	12	560	2.89	17	760	2.64	22	960	2.40	27	1152	2.15	32	1352
3.13	12	568	2.88	17	768	2.63	22	968	2.39	27	1160	2.14	32	1360
3.12	12	576	2.87	17	776	2.62	22	976	2.38	27	1168	2.13	32	1368
3.11	12	584	2.86	17	784	2.61	22	984	2.37	27	1176	2.12	32	1376
3.10	13	592	2.85	18	792	2.60	23	992	2.36	27	1184	2.11	32	1384
3.09	13	600	2.84	18	800	2.59	23	1000	2.35	28	1192	2.10	33	1392
3.08	13	608	2.83	18	808	2.58	23	1008	2.34	28	1200	2.09	33	1400
3.07	13	616	2.82	18	816	2.57	23	1016	2.33	28	1208	2.08	33	1408
3.06	13	624	2.81	18	824	2.56	23	1024	2.32	28	1216	2.07	33	1416
3.05	14	632	2.80	19	832	2.55	24	1032	2.31	28	1224	2.06	33	1424
3.04	14	640	2.79	19	840	2.54	24	1040	2.30	29	1232	2.05	34	1432
3.03	14	648	2.78	19	848	2.53	24	1048	2.29	29	1240	2.04	34	1440
3.02	14	656	2.77	19	856	2.52	24	1056	2.28	29	1248	2.03	34	1448
3.01	14	664	2.76	19	864	2.51	24	1064	2.27	29	1256	2.02	34	1456
3.00	15	672	2.75	20	872	2.50	25	1072	2.26	29	1264	2.01	34	1464
2.99	15	680	2.74	20	880	2.49	25	1080	2.25	30	1272	2.00	35	1472
2.98	15	688	2.73	20	888	2.48	25	1088	2.24	30	1280	(—) ²		
2.97	15	696	2.72	20	896	—	—	—	2.23	30	1288			

¹ Students earning grade-point averages above 3.20 are eligible for admission.

² Students earning grade-point averages below 2.0 are not eligible for admission.

AUDITORS

Admitted students may register in courses as auditors without credit with permission of the instructor, provided there is room. An auditor must pay the same registration fees as other students and may not change his registration to obtain credit after the last day to add a class. Likewise a student registered for credit may not change to audit status after the last day to add a class. An auditor is not permitted to take examinations in the course. An audited course is not posted on a student's permanent academic record unless, in the opinion of his instructor, he has attended a sufficient number of class meetings to receive the "AU" grade; otherwise a "W" will be recorded.

Recommended High School Preparation

Overall excellence of performance in high school subjects and evidence of academic potential provides the basis for admission to the College. While no specific course pattern is required to be properly prepared to undertake a full program of studies, the applicant is strongly encouraged to include the following subjects in his high school program:

1. College preparatory English.
2. Foreign language.
3. College preparatory mathematics.
4. College preparatory laboratory science.
5. College preparatory history and/or social science.
6. Study in speech, music, art, and other subjects contributing to a strong academic background.

ENGLISH PLACEMENT TEST

On May 26, 1976, the Board of Trustees approved a resolution requiring a writing proficiency/diagnostic examination for all entering lower division students to be initiated no sooner than September 1977. Students are advised to obtain further information from appropriate campus officials (Office of Admissions and Record) on currently available methods for meeting this requirement. *The results of the writing examination will not affect admission eligibility.*

Early Enrollment

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment.

POST-BACCALAUREATE (GRADUATE) ADMISSION REQUIREMENTS

Unclassified Post-Baccalaureate Standing

For admission to unclassified post-baccalaureate standing, a student must: (a) hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed equivalent academic preparation as determined by an appropriate campus authority; (b) have attained a grade point of at least 2.5 (on a five-point scale) in the last 60 semester (90 quarter) units attempted; and, (c) have been in good standing at the last college attended. Admission to a State University or College with post-baccalaureate unclassified standing does not constitute admission to graduate degree curricula.

Classified Post-Baccalaureate Standing

A student who is eligible for admission to a State University or College in Unclassified standing may be admitted to Classified post-baccalaureate standing for the purpose of enrolling in a particular post-baccalaureate credential or certificate program; provided, that such additional professional, personal, scholastic, and other standards, including qualifying examinations, as may be prescribed for the particular program by the appropriate campus authority are satisfied.

Conditionally Classified Graduate Standing

A student who is eligible for admission to a State University or College under unclassified post-baccalaureate standard above, but who has deficiencies in prerequisite preparation which in the opinion of the appropriate campus authority can be met by specified additional preparation, including qualifying examinations, may be admitted to an authorized graduate degree curriculum with Conditionally Classified Graduate Standing.

Classified Graduate Standing

A student who is eligible for admission to a State University or College in Unclassified or Conditionally Classified Standing may be admitted to an authorized graduate degree curriculum of the campus as a classified graduate student if she/he satisfactorily meets the professional, personal, scholastic, or other standards for admission to the graduate degree curriculum, including qualifying examinations, as the appropriate campus authority may prescribe. Only those applicants who show promise of success and fitness will be admitted to graduate degree curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to proceed in such curricula.

ADMISSION OF FORMER STUDENTS

A former student in good standing must apply for re-entry if he has been absent for more than two full quarters (excluding summer session) immediately preceding the quarter in which he wishes to re-enter. If he has attended another institution during that time, transcripts (2 copies of each) must be sent to the Office of Admissions and Records indicating all work for which the student was registered. Policies relating to application fees, statements of residence, and transcripts apply to reentering students as well.

Students on academic drop status should refer to the section on "*Readmission of Disqualified Students*" in the Academic Regulations portion of the catalog.

DECLARATION OF A MAJOR

Beginning freshmen and lower division transfer students do not need to commit themselves to a specific major area. Freshmen and sophomores at the College are assisted by academic advisors who encourage investigation of various academic areas while the general education program of lower division requirements is being satisfied.

Lower division students who do indicate an intended concentration are advised and counseled accordingly, with formal commitment to a major coming at the end of the sophomore or start of the junior year through completion of an appropriate form in the Office of Admissions and Records. Prospective majors in Medical Technology and Nursing are not considered formally admitted to those majors until having successfully passed the secondary selection criteria established by those Departments.

At the time the student becomes a declared major, he is assigned an academic advisor from the faculty of the area in which he is concentrating.

ADMISSION TO TEACHING CREDENTIAL PROGRAMS

Admission to the College does not constitute admission to a teaching credential program. Students who intend to work toward credentials should contact the Division of Education of the College for information.

ADMISSION OF APPLICANTS FROM OTHER COUNTRIES

The credentials of an applicant for admission from another country are evaluated on an individual basis and in accordance with the general regulations governing admission. The application, official certificates, and detailed transcripts of records should be submitted to the Office of Admissions several months in advance of the quarter in which the applicant hopes to gain admittance. Doing so will allow time for exchange of necessary correspondence and, if admission is granted, will facilitate obtaining the necessary passport and visa. All records submitted must be translated into English and certified as accurate.

An applicant from another country whose native language is not English will be considered for admission only after submitting his results on the Test of English as a Foreign Language (TOEFL), demonstrating that his command of English is sufficient to permit him to profit by instruction at the College. Information and test dates regarding the TOEFL examination may be obtained by writing to the Educational Testing Service, P.O. Box 592, Princeton, New Jersey, 08540. In addition, each student must submit as a part of his application a statement as to the availability of financial resources in the United States for his support as a student while attending the College. This statement must be certified as accurate by an embassy official or a recognized governmental agency.

Advisors are available to assist foreign students in all matters pertaining to their attendance at the College. It is required that every student from another country, upon his arrival at the College, present himself with his passport and visa to the Office of Activities and Housing.

ADMISSION OF PART-TIME STUDENTS

All students who plan to enroll in the College, including part-time students, must qualify and follow the procedures appropriate to their entrance level—freshman, undergraduate transfer or graduate student.

ADMISSION OF VETERANS

Veterans must qualify and follow the same admission procedures established for other students. Qualified veterans who present certificates of eligibility for curricula offered by the College may attend California State College, Bakersfield and receive all appropriate benefits extended to veterans. For additional information concerning Veterans' certification, refer to the section titled "Office of Veterans' Affairs". Generally, applicants not admissible under one of the above provisions should enroll in a junior college or other appropriate institution. Under unusual circumstances, such applicants may be permitted to enroll in the College. Permission is granted only by special action.

ADMISSION OF NON-RESIDENT STUDENTS

All regular and part-time students who have not been legal residents of the State of California for one calendar year immediately preceding the date of enrollment must:

1. Meet non-resident admission requirements (see previous sections).
2. Pay a non-resident tuition fee.

Final determination of residence status is made after a Statement of Residence has been filed with the Office of Admissions and Records. (Please refer to statement regarding Determination of Residence.)

ADMISSION OF SUMMER SESSION AND EXTENSION STUDENTS

It is not necessary for students planning to enroll only in the summer sessions or extension to make formal application for admission to the College unless they are working for a degree or credential through California State College, Bakersfield. Students are expected, however, to have satisfied the prerequisites for the particular courses in which they enroll.

Graduate Students

An applicant who holds a baccalaureate degree from an accredited institution, who is not seeking a degree from the College, needs to verify his baccalaureate degree to the Office of Admissions and Records by filing two official transcripts from all colleges attended and have a 2.5 GPA.

LIMITATION OF ENROLLMENT

Applicants for admission are notified that pursuant to Section 40650 of Title 5 of the California Administrative Code concerning limitation of enrollment, admission to California State College, Bakersfield does not guarantee admission to a particular major or to any courses required for that major. Although every effort will be made to notify students of majors which are at capacity, such notification cannot be guaranteed.

Visitors Within CSUC

Students enrolled at any California State University or College may transfer temporarily to another CSUC campus in visitor status, if they completed twelve units with a 2.0 grade point average at the home campus, are in good standing, and are eligible to register under continuing status. Visitor transfers are approved for one term only and are subject to space availability and enrollment priority policies at the host campus. Visitor applications may be obtained from the Admissions Office, Student Services 113.

Concurrent Enrollment Within CSUC

Students enrolled in any California State University or College may enroll concurrently at another CSUC campus if they have completed twelve units at the home campus with a 2.0 grade point average and are in good standing. Concurrent enrollment is approved for a specific term, subject to space availability and registration priority policies at the host campus. Because of overlap in academic terms of campuses on semester and quarter calendars, concurrent enrollment is subject to combinations and conditions described in the concurrent enrollment application forms available from the Admissions Office, Student Services 113.

Applicants Not Regularly Eligible

Applicants not admissible under one of the above provisions should enroll in extension courses, a community college, or another appropriate institution in order to meet eligibility requirements. Only under the most unusual circumstances and only by special action will such applicants be admitted to California State College, Bakersfield.

CANCELLATION OF ADMISSION

A student who is admitted to the College for a given term, who decides not to take advantage of such admission, should notify the Office of Admissions and Records immediately of his change in plans. A student who is admitted but does not enroll, and who later wishes to undertake work at the College, must file a new application, pay a new application fee, and meet all current requirements for admission. Material supporting the application for admission, such as transcripts and entrance examination scores, are retained only for one year from the date of their original submission.

WITHDRAWAL FROM COLLEGE**MEDICAL WITHDRAWAL**

A student who finds it necessary to withdraw from the College for medical reasons must report to the Student Health Service with written verification of illness or incapacity from a physician. Upon approval of the verification, the Student Health Service will refer the student to the Registrar's Office to initiate withdrawal procedures. A student who is given a medical withdrawal during a quarter may return to the College as a continuing student (application for readmission is not necessary) if no more than one full quarter has elapsed. The student must apply for readmission according to regular admission procedures, if he is absent for more than two quarters.

MILITARY SERVICE WITHDRAWAL

Any student who presents evidence of entering the armed forces may petition through the Registrar's Office for withdrawal. No academic penalties will be assessed under these conditions, and a mark of "W" will be entered on the student's permanent record.

OTHER WITHDRAWALS

A student contemplating withdrawal from the College because of personal or academic problems is encouraged to consult with the Counseling Center. Students deciding to withdraw may initiate procedures through the Office of the Registrar. Clearance signatures to be obtained are listed on the withdrawal form.

ESTIMATED COSTS PER QUARTER

It is estimated that commuter students will pay from \$50 to \$60 for books and from \$44 to \$59 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately \$440 each quarter. Students who live in off-campus private housing should allow \$450 to \$600 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

HEALTH HISTORIES

A Medical Self-Evaluation and Health History form is required of all newly admitted students and all former students of the College who have not enrolled in the regular program at the College during the prior two quarters. Departments involved in Nursing, Student Teaching, and Intercollegiate Athletics require students to also have a complete physical examination. Specific requirements and appropriate forms are available for all admitted students by contacting the Student Health Service.

TRANSCRIPTS REQUIRED

All beginning freshmen and those transfer students with less than 84 quarter units (56 semester units) of completed college work at time of enrollment must request that complete official transcripts (two copies of each) from the high school of graduation be sent directly to the Office of Admissions and Records. All students who have attempted college work at another institution must request transcripts (two copies of each) from each college or university attended. Transcripts presented by students cannot be accepted.

No determination of admission eligibility will be made until all required documents have been received. Official transcripts must include a complete record of all previous high school and college work attempted, whether or not the applicant desires to enroll for college credit. Two separate official transcripts are required from each college attended, even though one transcript may show work completed at another college. All records submitted become the property of the College and cannot be returned to the applicant or duplicated.

Applicants with Courses in Progress

An applicant who is in attendance at a school or college at the time of application must file a transcript which includes a listing of the subjects in which he is currently enrolled. After the applicant has completed these subjects, he must notify his school or college to forward two supplementary records showing the final grades for that term. Final admission is subject to the receipt and approval of any outstanding credentials.

Veterans

A veteran who desires to have his military records evaluated for possible credit toward a baccalaureate degree must file a copy of his service separation papers or service form DD-214 with his application.

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

New and returning students of The California State University and Colleges are classified for the purpose of determining the residence of each student for nonresident tuition purposes. The Residence Questionnaire and, if necessary, other evidence furnished by the student is used in making these determinations. A student may not register and enroll in classes until his Residence Questionnaire has been received by the Admissions Office.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the California State University and Colleges are found in *Education Code* Sections 68000-68090, 90403, 89705-89707.5 and 68122, 68124 and 68121 and in Title 5 of the *California Administrative Code*, Article 4 (commencing with Section 41900) of Subchapter 5 of Chapter 1, Part V. A copy of the statutes and regulations is available for inspection at the campus Admissions Office.

Legal residence may be established by an adult who is physically present in the state while, at the same time, intending to make California his permanent home. Steps must be taken at least one year prior to residence determination date to evidence the intent to make California the permanent home with concurrent relinquishment of the prior legal residence. Some of the relevant indicia of an intention to establish and maintain California residence are registering to vote and voting in elections in California; satisfying resident California state income tax obligations on total income; ownership of residential property or continuous occupancy or letting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organization; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service, etc.

The student who is within the state for educational purposes only does not gain the status of resident regardless of the length of his stay in California.

In general, the unmarried minor (a person under 18 years of age) derives legal residence from his parents, or, in the case of permanent separation of the parents, from the parent with whom the minor maintains his place of abode. The residence of a minor cannot be changed by act of the minor or that of the minor's guardian, so long as the minor's parents are living.

A man or a woman may establish his or her residence; marriage is not a governing factor.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates for the 77-78 academic year are: Fall—September 20, 1977; Winter—January 5, 1978; Spring—April 1, 1978. If you have any questions respecting the applicable date, the campus Admissions Office can give you the residence determination date for the term for which you are registering.

There are several exceptions for nonresident tuition. Some of the exceptions provide for:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
2. Persons below the age of 19 who have been present in California for more than a year before the residence determination date, and entirely self-supporting for that period of time.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year. The exception, once attained, is not affected by transfer of the military person directly to a post outside the 50 states and District of Columbia.
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
6. A student who is an adult alien is entitled to residence classification if the student has been lawfully admitted to the United States for permanent residence in accordance with all applicable provisions of the laws of the United States; provided, however, that the student has had residence in California for more than one year after such admission prior to the residence determination date. A student who is a minor alien shall be entitled to residence classification if both the student and the parent from whom residence is derived have been lawfully admitted to the United States for permanent residence in accordance with all applicable laws of the United States, provided that the parent has had residence in California for more than one year after acquiring such permanent residence prior to the residence determination date of the term for which the student proposes to attend the University.

7. Certain refugees. Certain alien graduates of California public high schools.
8. Certain credentialed, full-time employees of school districts.
9. Full-time State University and Colleges employees and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
10. Certain exchange students.
11. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.
12. A person in continuous full-time attendance at an institution who had resident classification on May 1, 1973, shall not lose such classification as a result of adoption of the uniform student residency law on which this statement is based, until the attainment of the degree for which currently enrolled.

Any student, following a final decision on campus on his residence classification, may make written appeal to:

The California State University and Colleges
Office of General Counsel
400 Golden Shore
Long Beach, California 90802

within 120 calendar days of notification of the final decision on campus of his classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the institution with instructions for a further review on campus. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the *California Administrative Code*. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Admissions Office. Applications for a change in classification with respect to a previous term are not accepted.

The student is cautioned that this summation of rules regarding residency determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

REGISTRATION

Registration is the final step in the matriculation process. When a student has been admitted to the College and has determined which subjects he should take, he is ready for registration. Academic advisement must precede registration.

A class schedule listing courses offered and the procedure for registration is available before registration for each quarter. No student should attend classes until his registration has been completed. Registration is complete only when official programs are properly filed and all fees and deposits are paid. A student may not receive credit in any course for which he is not registered. Registration by proxy is not permitted unless specifically authorized by the Office of Admissions and Records.

ADD/DROP

No change in a student's program of courses will be recognized unless it is made on official forms, properly approved and accepted at the Office of Admissions and Records. Unauthorized withdrawal or dropping of a course will result in a final grade of "F". Students may add or drop courses by filing an approved "Schedule Revision Request" in the Office of Admissions and Records.

REGISTRATION DATES

Registration dates and the last day to register for classes are published in the Class Schedule and the College Catalog. Late registrants may find themselves handicapped in arranging their programs due to closed classes. A \$5.00 fee is required for late registration.

CHANGE OF ADDRESS

A student who changes his local or permanent mailing address after admission or registration should immediately notify the Office of Admissions and Records in order that registration materials, grades, correspondence, and other information reach the student without unnecessary delay.

THE STUDENT SERVICES FEE

A Student Services Fee was established by the Trustees of The California State University and Colleges in January 1975. Previously, this fee was known as the Materials and Service Fee. The student services fee provides financing for the following student services programs not covered by state funding:

1. Social and Cultural Development Activities: provides for the coordination of various student activities, student organizations, student government, and cultural programs.
2. Counseling: includes the cost of counselor's salaries and clerical support plus operating expenses and equipment.
3. Testing: covers the cost of test officers, psychometrists, clerical support, operating expenses, and equipment.
4. Placement: provides career information to students and faculty for academic program planning and employment information to graduates and students.
5. Financial Aids Administration: includes the cost of the counseling and business services provided in connection with the financial aid programs.
6. Health Services: provides health services to students and covers the cost of salaries of medical officers and nurses plus related clerical and technical personnel as well as operating expenses and equipment.
7. Housing: includes the cost of personnel providing student housing information and monitoring housing services.
8. Student Services Administration: covers 50% of the cost of the Dean of Students Office which has responsibility for the overall administration of student services.

The 1977-78 Student Services Fee is subject to change by Board of Trustees action as necessitated by budget actions of the Executive and Legislative branches of government.

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (45 C.F.R. 99) and California Education Code Section 22509 et seq, set out requirements designed to protect the privacy of students concerning their records maintained by the campus. Specifically, the statute and regulations govern 1) access to student records maintained by the campus, and 2) the release of such records. In brief, the law provides that the campus must provide students access to official records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate; the right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. The institution has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Dean of Students' Office. Among the types of information included in the campus statement of policies and procedures is: 1) the types of student records and the information contained therein; 2) the official responsible for the maintenance of each type of record; 3) the location of access lists which indicate persons requesting or receiving information from the record; 4) policies for reviewing and expunging records; 5) the access rights of students; 6) the procedures for challenging the content of student records; 7) the cost which will be charged for reproducing copies of records, and 8) the right of the student to file a complaint with the Department of Health, Education and Welfare. An office and review board have been established by the Department to investigate and adjudicate violations and complaints. The office designated for this purpose is: The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201.

The campus is authorized under the Act to release public directory information concerning students. Directory information includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student and any other information authorized in writing by the student. The above designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information which the student requests not be released. Written objections should be sent to the Dean of Students' Office.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons are those who have responsibilities in connection with the campus' academic, administrative or service functions and who have reason for using student records connected with their campus or other related academic responsibilities.

TRANSCRIPTS

Official transcripts of courses attempted at the college are issued only with the written permission of the student concerned. Partial transcripts are not issued.

A fee of \$1.00 for each transcript issued must be received before the record can be forwarded. Transcripts from other institutions which have been presented for admission or evaluation become a part of the student's permanent academic file and are not returned nor copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned. No transcript can be issued until all accounts with the College are clear and the record is free of encumbrances.

SCHEDULE OF FEES, 1977-78

Tuition is not charged to legal residents of California. The following reflects the fees and expense for the quarter systems.

Application fee (non-refundable) payable by check or money order at time of applying		\$20
		Quarter
Student Services Fee	(0-6.0 units)	\$38
	(6.1 and more units)	\$48
Facilities fee		\$2

Nonresident (U.S. and Foreign)

Nonresident tuition (in addition to those fees charged all students)
for all campuses except
California State College, Stanislaus:

	Quarter
Less than 15 units, per unit or fraction thereof	\$35
15 units or more, per term	\$525

Note: The total nonresident tuition charged shall not exceed \$1,575 per academic year.

Summer Session

Standard course fee per summer quarter unit \$23.75

Note: Fees are subject to change without advance notice.

No fees of any kind shall be required of or collected from those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act.

Student Activity Fees

No student shall be required to pay an aggregate amount in excess of \$20.00 for the entire academic year.

Insurance Fee

An optional basic health insurance plan will be made available to students at a nominal cost.

Other Fees and Charges (In Addition to Registration)

Identification Card (per quarter)	\$0.50
Application Fee (non-transferable and non-refundable)	20.00
Late Registration Fee (non-refundable)	5.00
Graduation Fee	6.00
Evaluation Fee for Credential Candidates.....	10.00
Check Returned from Bank for any Cause	5.00
Facilities Fee (per quarter)	2.00
Transcript of Record	1.00
Failure to meet administratively required appointment or time limit.....	2.00
Replacement of equipment or materials lost or damaged	Cost + 1.00
Challenge of Course by Examination.....	2.00
Extension Courses (per quarter unit)	
Lecture and Discussion Courses	22.00
External Degree (per quarter unit)	30-32
Parking Fees:	
Non-reserved spaces, autos	
Regular students, per quarter.....	10.00

Six-week session or period	6.00
Four-week session or period	4.00
Reserved spaces, per month or major fraction thereof	8.00
Two-wheeled, self-propelled vehicles licensed by State Department of Motor Vehicles, per quarter	25% of above
Alternate two-wheeled vehicle, per quarter	2.00
Alternate vehicle (auto) in addition to fee for first vehicle, per quarter	2.00
Parking meter (per day)	0.25
Locker usage fee (optional for lower division students)	2.00
Village commuter fee	5.00
(Lower division students not living in dormitories)	

DEBTS OWED TO THE INSTITUTION

From time to time the student may become indebted to the institution. This could occur, for example, when the student fails to repay money borrowed from the institution. Similarly, debts occur when the student fails to pay institution, dormitory, or library fees, or when the student fails to pay for other services provided by the institution at the request of the student. Should this occur, Sections 42380 and 42381 of Title 5 of the *California Administrative Code* authorize the institution to withhold "permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid. For example, under these provisions the institution may withhold permission to register, and may withhold other services, such as grades and transcripts. If a student believes that he or she does not owe all or part of a particular fee or charge, the student should contact the campus business office. The business office, or another office on campus to which the student may be referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

REFUND OF FEES

Fees may be refunded only as authorized by Sections 41802, 41803, and 41913 of Title 5, *California Administrative Code*. Whether a fee may be refunded and the circumstances under which a fee or any part of a fee may be refunded, vary depending on the particular fee involved. Requirements governing refund may include such matters as the reason for seeking a refund (for example, death, disability, compulsory military service), the number of days of instruction which have elapsed before application for refund is made (for example, requests for refund of student services fees, student body organization fees, and student body center fees must be made no later than 14 days following the commencement of instruction and requests for refund of extension course tuition fees must be made prior to the fourth meeting of the class), and the degree to which the campus has provided the services for which the fee has been charged. Details concerning the fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking a refund may be obtained from the Registrar.



Student Services



STUDENT SERVICES

Student Services are offered to individualize and supplement college instruction. The Student Services program is based upon the principle that personal development and maturity are prerequisites to a happy and productive life. To these ends, Student Services are designed to help students gain full benefit from college life. The function of the Dean of Students is to coordinate the enrichment program of the College and to assist each student in meeting his individual needs.

The Dean of Students is responsible for the development and operation of the Student Services program and reports directly to the President of the College. Reporting to the Dean of Students are the Office of Admissions and Records (responsible for the functions of admissions, school relations, registration, veterans affairs and student records); the Office of Financial Aids, the Career Planning and Placement Office, the Office of Activities and Housing (responsible for both on- and off-campus residential programs, student activities, cultural programs and foreign student services); the Counseling Center (responsible for educational, career and personal counseling, testing and orientation); the Student Health Service; and the Educational Opportunity Program.

ACTIVITIES

Activities Office assists all students and faculty members to expand extracurricular activities on campus. Activities include clubs and organizations, special interest programs, and the development of a student government. The Activities Advisors also work in conjunction with the Housing Office to coordinate campus-wide activities with the residential programs.

All students are encouraged to become involved in developmental plans of various student activities, cultural and recreational programs and ongoing service programs. At present there are approximately 25 student clubs and organizations on campus. Additionally, students are actively serving on numerous campus committees, including the chief policy recommending body on campus, the College Council. The Activities Office makes every attempt to facilitate and channel special interests and to serve student needs as they arise.

FOREIGN STUDENT ADVISING

The Office of Activities provides a special advisor to help foreign students with problems of housing, immigration procedures, finances and personal adjustment which might otherwise conflict with the education process.

HOUSING

The campus "Living-Learning" center, Village One, opened in September, 1972 and contains six three-story "houses." Each house accommodates a total of fifty-five students in both double and triple rooms. A large living room area is located on the ground floors with color television, study carrel room, and recreational space. All living space is fully carpeted; and each room has individualized heating and air conditioning. Freshmen who do not live at home or with legal guardians are urged to live on campus.

The Housing Office co-sponsors numerous co-curricular programs in the areas of human sexuality, music, arts and crafts, and special living-learning environments.

A limited listing of off-campus apartments and rooms in the Bakersfield community are available.

STUDENT HEALTH SERVICE

The objective of the Student Health Service is to produce and maintain an optimum state of physical and emotional health. To this end, the Student Health Service provides those services normally administered in a physician's office.

Students are urged to enroll in a supplementary health insurance plan to meet major medical expenses not otherwise available through the Health Center.

Students planning to enroll at the college should note that the Medical-Self Evaluation and Health History must be submitted before final registration.

COUNSELING AND TESTING CENTER

The college offers to the registered students, counseling and testing services that are designed to help them develop their maximum potentialities while pursuing their educational and personal goals. Professional staff provide without charge, confidential individual and group services in the following areas:

COUNSELING

Personal: Emphasis is on the personal growth and development of students, and includes such areas as help; 1) in developing effective interpersonal relationships, 2) with individual concerns, anxieties, dilemmas, or problems, 3) in crisis situations, 4) with clarifying values, 5) in personal adjustments, and 6) in finding ways to increase self-confidence, self-control and self-direction.

Career: Emphasis is on assisting students in looking at themselves relative to the choice of their educational and career goals, and in choosing a major at the college. Career inventories sometimes are used to assist students in identifying interest patterns and characteristics which may affect career decisions. Referral to the Career Planning and Placement "Career Center" for information pertaining to occupational areas is often utilized.

Educational: Emphasis is on helping students with some aspect of their college enrollment. This may include counsel about academic performance, explanations of curricular requirements, interpretation of policies and procedures, help with poor study habits/skills, referral to an appropriate college department for help with a specific need, and many other concerns.

ACADEMIC ADVISING

Although the student's faculty advisor answers questions pertaining to academic policies and procedures, assistance is also available with these concerns through the Counseling Center.

ORIENTATION

All new students are encouraged to participate in planned orientation activities prior to the start of their first term at the college. The orientation program offers opportunities to become acquainted with the campus, to learn about available services, programs and activities and to meet the faculty and staff.

STANDARDIZED TESTS

Tests and inventories to measure aptitude, achievement, vocational interest and personal-ity are available to students through the Counseling and Testing Center. The tests and inventories are administered to students upon the recommendation of a member of the Counseling staff.

NATIONAL TESTS

The college serves as a National Testing Center for the Graduate Record Examination (GRE), National Teachers Examination (NTE), Graduate Management Admission Test (GMAT), College Level Examination Program (CLEP), Miller Analogies Test (MAT), and the Doppelt Mathematical Reasoning Test (DMRT). Information about all types of tests and the necessary registration forms can be obtained at the Counseling and Testing Center.

HANDICAPPED SERVICES

Special services are available to assist handicapped students in pursuing their college education. In this new program, special equipment and facilities are provided, in addition to individual assistance for students. Areas in which special assistance is provided includes:

- 1) admission and registration, including academic advising,
- 2) financial aid, including coordination with the Department of Rehabilitation,
- 3) Assistance with special learning needs, including readers for the blind, etc.,
- 4) personal counseling,
- 5) coordination of services with various college and community departments, individuals and agencies.

CHILDREN'S CENTER

The Children's Center is a student sponsored program through the College Foundation which is designed to provide developmental activities and care for children aged 2½ through 5. The program is concerned with the personal growth of children while providing a meaningful educational experience for those participating youngsters. Included in the approach is a concern for the children's educational needs, social learning, emotional growth and physical well being.

While the emphasis is to provide a program for the children of California State College, Bakersfield students, other children are considered for admission as space permits. Interested families should contact the Director of the Center as early as possible prior to the start of each quarter in order to complete application procedures.

CAREER PLANNING AND PLACEMENT SERVICES

The college maintains a centralized placement service through the Career Planning and Placement Center. This service functions as a part of the total educational process of the college, in its cooperation with the various academic departments and as a part of the Student Services Program. Students are encouraged to discuss their educational and career plans with the Placement Center staff, in order that realistic objectives may be formulated for successful professional careers after graduation.

An active program of relations with business, industry, government, and education is established in order that seniors and qualified alumni may find positions for which they are appropriately qualified.

PART-TIME AND SUMMER PLACEMENT

This service is available to all currently enrolled students. It provides a way to help students defray some of the expense of a college education and in many cases provides valuable work experience, which can be an asset when seeking full-time employment.

CAREER COUNSELING

Staff members are available for career counseling to assist students in exploring and reaching realistic career decisions by helping students in appraising their strengths and weaknesses relative to career goals and aspirations. In cooperation with the Counseling Center, the Career Planning and Placement Center staff assists students who have been referred to explore various occupational options available to them.

CAREER PLACEMENT INFORMATION

The campus may furnish, upon request, information concerning the subsequent employment of students who graduate from programs or courses of study which have the purpose of preparing students for a particular career field. This information includes data concerning average starting salary and the percentage of previously enrolled students who obtained employment. The information provided may include data collected from either graduates of the campus or graduates of all campuses in the California State University and Colleges. Interested prospective students may request copies of the published information from the Office of School Relations and the Career Planning and Placement Center.

CAREER LIBRARY

A career library is maintained to provide information in regards to careers, employment trends, and job search skills. Information concerning individual companies and agencies in addition to graduate school information is available. In addition video tapes on careers and job search skills are maintained in the audio visual center and are available for viewing by students upon referral from the Placement Center.

ON-CAMPUS INTERVIEWS

A program of providing on-campus interviews for seniors and graduates is offered. Since the college opened in 1970, over 125 recruiting visits have been conducted on campus by a variety of organizations, including private companies, school districts, and state and federal agencies. Each year a number of Cal State graduates are hired by these organizations.

PLACEMENT FILE SERVICE

The Placement Center provides a central location for establishing professional files for registered seniors and graduates. The placement file is especially necessary for all candidates planning to teach at the elementary or secondary level.

VACANCY LISTINGS AND REFERRALS

Last year over 4,000 jobs were listed with the Career Planning and Placement Center. Along with this service, direct referrals are made of seniors and graduates who have specific qualifications which are sought by individual employers.

SEMINARS AND WORKSHOPS

The Career Planning and Placement staff offers a village course designed to provide a broad overview of the basic elements of the job search process. This course is normally offered in the Spring Quarter. Presentations are also made to classes and seminars relative to careers for specific curriculum areas.

SPECIAL PROGRAMS

EDUCATIONAL OPPORTUNITY PROGRAM

EOP is a special program designed to admit applicants from low income and disadvantaged backgrounds who may not meet the regular eligibility requirements. These students must demonstrate the potential and motivation to succeed in college, given the proper support. Admission to the program is based on letters of recommendation, personal interviews, and high school progress.

LEARNING CENTER

Under the aegis of the Educational Opportunity Program and with the cooperation of the entire campus, an academic support program is available for any student experiencing scholastic difficulties. Included in the offerings are: 1) tutorials; 2) study skills improvement, and 3) reading development.

INTERNATIONAL PROGRAMS

Information concerning study opportunities for American students in foreign universities is available in the Office of Activities. The activities advisor coordinates the selection of U.S. students applying for admission to one of the international programs operated by the California State University and Colleges in Denmark, France, Germany, Israel, Italy, Japan, Mexico, New Zealand, Republic of China, Spain, Sweden, and the United Kingdom. For additional information refer to the section on International Programs under Academic Information.

NATIONAL STUDENT EXCHANGE

Cal State students are provided the opportunity to become better acquainted with different social and educational patterns in other areas of the United States through the National Student Exchange program. It is the responsibility of the Office of Activities to coordinate exchange procedures with the 35 member institutions and provide students with information on each of these.

OFFICE OF SCHOOL RELATIONS

The Office of School Relations has been established to serve as a liaison between the various high schools, community colleges and CSB. The office also provides admissions information for prospective students and arranges visits for students and their parents who wish to talk with faculty and staff concerning their educational objectives. Although interviews are not required prior to admission, a visit to the campus will aid in gaining a sense of the educational atmosphere and the collegiate environment. Campus tours are encouraged and may be arranged by contacting the Office of School Relations.

FINANCIAL AIDS

The Office of Financial Aids administers a number of financial aid programs to enable students without adequate financial resources to attend California State College, Bakersfield. Students should file the application for financial aid found in the Common Admissions Application for the California State University and Colleges.

A qualified applicant will be considered for a "financial aid package" which may include one or a combination of the following programs:

BASIC EDUCATIONAL OPPORTUNITY GRANT

Students who have not received a bachelor's degree are eligible. Pre-freshmen may receive applications from their high school counselors after January 1. Currently enrolled students may receive applications from the Financial Aids Office.

Completed Basic Educational Opportunity Grant applications are mailed directly to the Federal Government. Within four weeks, a report will be returned to the student. This report should be submitted to the Financial Aids Office for calculation. All students who want financial aid *must* apply for the Basic Educational Opportunity Grant.

COLLEGE WORK STUDY PROGRAM

This program provides employment on or off-campus for students who demonstrate financial need. Students pay for a portion of their educational expenses through this employment.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

Grants range from \$200 to \$1500 per academic year and are matched with funds from another assistance program administered by the College.

NATIONAL DIRECT STUDENT LOAN

This is a long-term government loan, interest free while students are enrolled in college. A limit of \$5,000 is placed on the total that may accrue during the student's undergraduate program. An additional \$5,000 may be borrowed for graduate study, or a total of \$10,000 if no loans had been received as an undergraduate.

NURSING STUDENT LOAN AND SCHOLARSHIP PROGRAM

The loan program provides up to \$2,500 annually to full-time undergraduate students accepted into the nursing program. The scholarship program provides funds to cover fees, books, equipment, and living expenses based upon student need.

CALIFORNIA STATE EDUCATIONAL OPPORTUNITY PROGRAM GRANTS

This program provides up to a maximum of \$1,000 to a limited number of full-time students. Recipients of this grant must be admitted to the College's Educational Opportunity Program.

FEDERALLY INSURED STUDENT LOANS

Students enrolled at California State College, Bakersfield may take advantage of a bank loan of up to \$2,500 per academic year. These loans are made to students by local lending institutions, and are guaranteed by the Federal Government. Payment on this loan does not begin until nine months after the student graduates.

LAW ENFORCEMENT EDUCATION PROGRAM GRANTS

Grant funds are available for in-service law enforcement officers who are employed full-time in a local, state or Federal unit of government. These grant funds shall be used to cover the cost of books and mandatory fees only. Eligible students may pick up the application from the Office of Financial Aids.

SCHOLARSHIPS

A limited number of scholarships are available to students who are either continuing or have been admitted to the College for full-time enrollment. These scholarships have been made available through the generosity of individuals and organizations within the area that the college serves and are subject to change dependent upon the availability of funds:

Elmer F. Houchin Memorial Honor Scholarships

Scholarships of up to \$1,200 each are awarded to first-time freshmen students who have demonstrated outstanding academic ability, citizenship, and leadership potential.

Golden State Honor Scholarships

Scholarships up to \$600 each are awarded to first-time freshmen students who have demonstrated outstanding academic ability and exemplary citizenship. Support for these scholarships is generated by donations from various individuals and organizations such as California State College, Bakersfield Advisory Board, F. Dore Scholarship Fund, Mrs. R. E. Frasch, Sr., and the Kern District Federation of Women's Clubs, Bakersfield Chapter.

Pelletier Scholarships

Robert F. Pelletier Foundation has provided support for a significant number of scholarships to be awarded to California State College, Bakersfield students who have demonstrated outstanding competence and financial need. These scholarships will generally cover the cost of fees and books for the academic year.

California Republic Bank

The California Republic Bank provides support for a \$500.00 scholarship each year to be awarded to an outstanding first-time freshman student. This scholarship was initiated in memory of the late Victor Machado.

Alan Pattee Scholarships

Children of deceased public law enforcement or fire suppression employees, who were California residents and who were killed in the course of law enforcement or fire suppression duties, are not charged fees or tuition of any kind at any California State University or College, according to the Alan Pattee Scholarship Act, *Education Code* Section 23762. Students qualifying for these benefits are known as Alan Pattee scholars. For further information, contact the Office of Admissions, which determines eligibility.

Other Awards

In addition to the scholarships listed above, the following awards are available from various private donors and organizations who wish to assist students in meeting their educational expenses. Interested students should make inquiries for such awards directly to the sponsoring organization or to the Financial Aids Office:

American Petroleum Institute
 Getty Oil Company
 C. E. Strange
 Earl J. Cecil
 Undergraduate Research
 Participation Awards
 Deans Award in Science and Mathematics
 Brandt Scholarship Fund
 Village Artisans
 Heggblade-Marguleas-Tenneco
 Hugh S. Jewett Scholarship Fund
 Dr. L. N. Osell Scholarship Fund
 J. A. and Flossie Smith

California Society/Certified Public
 Accountants/Bakersfield Chapter
 Junior Symphony Association
 American Society for Public
 Administration
 Kern County Medical Society Auxiliary
 Kern Medical Center Auxiliary
 Blue Cross of Southern California
 California Retired Teachers Association
 G. A. Holtz
 Instrumental Music
 Pellitier Fine Arts
 Advisory Board of Cal State Bakersfield

NATURAL SCIENCE AND MATHEMATICS

Earl J. Cecil
 Getty Oil
 C. E. Strange

American Petroleum Institute
 Undergraduate Research Participation
 Awards
 Dean's Award in Science and Mathematics

SHORT-TERM EMERGENCY LOANS

A limited emergency loan fund is available to provide students small amounts of money on a short-term loan basis for minor emergencies.

OFFICE OF VETERANS' AFFAIRS

California State College, Bakersfield is approved by the Veterans Administration as a training facility for veterans under Chapter 31, Title 38, U.S. Code (Vocational Rehabilitation), Chapter 34, Title 38, U.S. Code (General Educational Assistance), and Chapter 35, Title 38, U.S. Code (War Orphans and Widows). The Office of Veterans' Affairs provides services to approximately 400 veterans currently attending the College under the G.I. Bill. These services include certification of enrollment for educational benefits, direct liaison between the College and the Veterans Administration Regional Office regarding underpayment, overpayment, or nonpayment of benefits, tutorial assistance, counseling on financial, vocational, and academic problems, part-time placement, veterans work-study, information on changes in legislative regulations and procedures, and information concerning College and community services.

Students expecting to enroll under educational benefits administered by the Veterans Administration may obtain application forms from the Office of Veterans' Affairs if they have not previously established their eligibility with the V.A. Transfer students will need to complete a "Request for Change of Training Application" while returning students need only notify the Office of Veterans' Affairs of their enrollment intentions. It is desirable that students make applications well in advance of anticipated enrollment to avoid unnecessary delays.

The College will certify the following course levels to the Veterans Administration:

Full Time	12 or more units
$\frac{3}{4}$ Time	9-11½ units
$\frac{1}{2}$ Time	6-8½ units

Less than $\frac{1}{2}$ time (1-5½ units) will receive payment for tuition and fees only. Graduate students enrolled in graduate level courses (courses numbered 500-699), or courses acceptable by the particular curriculum department as work towards a masters degree will have their course units weighted at a scale of 1.5.

STUDENT CONDUCT

Students are expected to conduct themselves so as to reflect credit to themselves and to the College. One of the fundamental objectives of the College is to foster the development of students as active and responsible citizens in a democratic society. Students are, therefore, expected to make steady growth in maturity, self-reliance, and self-discipline as they progress toward a degree or credential. To help students achieve this end, the College places reliance not only upon its instructional program, but also upon student government and student-faculty collaboration in many aspects of College community life. For the vast majority of students, these constructive means of defining and learning good standards of conduct and integrity are effective. Student committees are responsible for group conduct at functions sponsored by any officially recognized campus organization whether the events are held on the campus or elsewhere.

In the few instances where disciplinary action is necessary because students have failed to respond to the positive approach which is emphasized in dealing with questions of conduct and responsibility, the College is guided by the California Administrative Code.

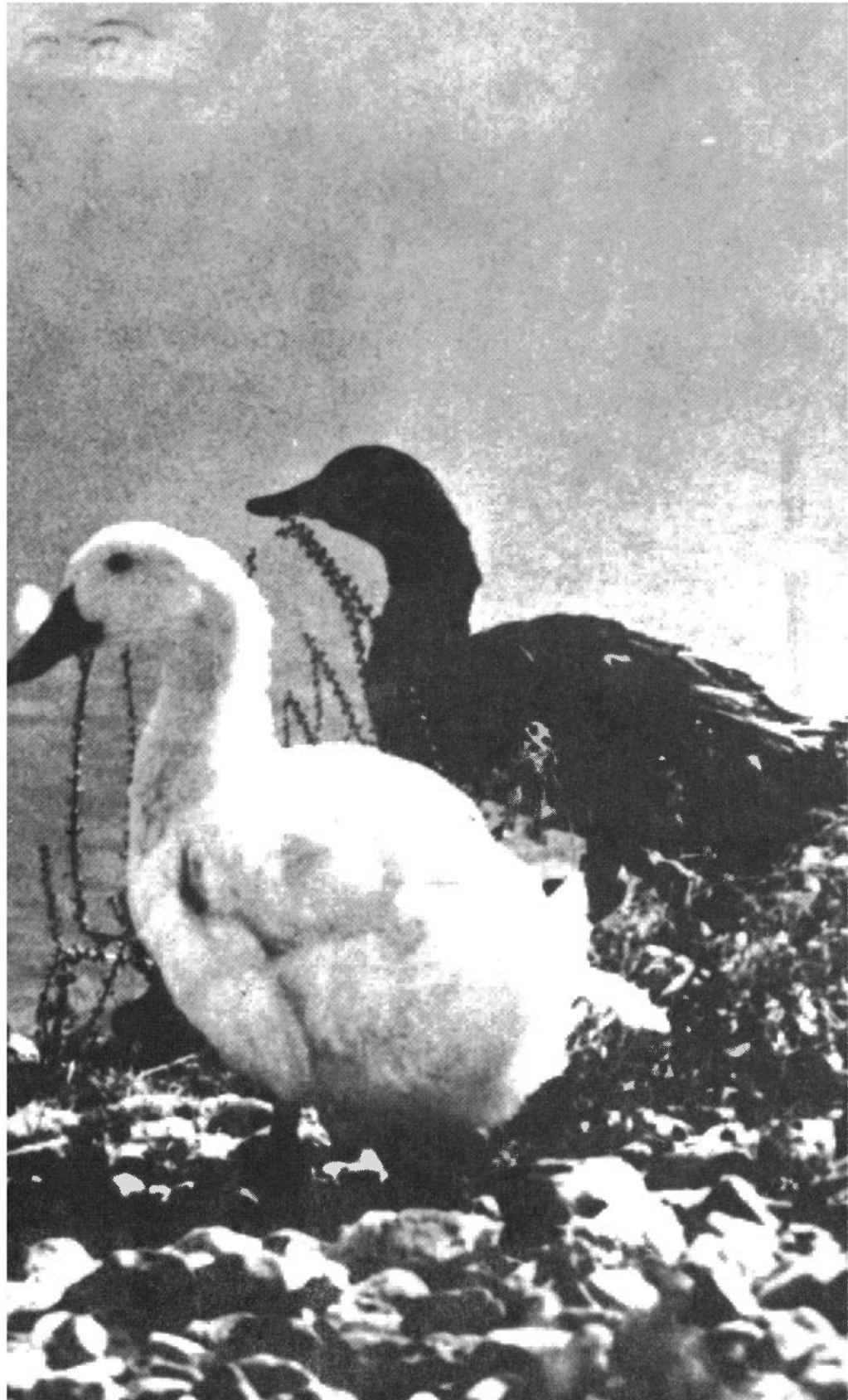
This Code provides that a student may be placed on probation, suspended, or expelled for any one of the following reasons:

1. Disorderly, unethical, vicious, or immoral conduct.
2. Misuse, abuse, theft, or destruction of State property.

A student dismissed for disciplinary reasons may be readmitted to the College by administrative action or by College Review Board action.

STUDENT OPINIONNAIRE ON COURSES AND INSTRUCTION

Students in each regular class offered at the college are asked to fill out questionnaires which report their assessment of the course content and the instruction in that class. These Student Opinionnaires on Courses and Instruction (SOCI) are used both by individual faculty members and the college's administration in a continuing effort to insure that CSB's instructional program is as effective as possible.





Take a look around CSB . . .

PAGES

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ACADEMIC INFORMATION

ACADEMIC PROGRAM

The academic program of the College provides for a student's course work to consist of three approximately equal segments: general education requirements, to be satisfied during the freshman and sophomore years; concentration requirements, which may be begun as a sophomore and will occupy a major part of the junior and senior years; and electives. The requirements for general education and for concentration have been designed to provide substantial opportunity for the student to select from a variety of possibilities.

The cumulative significance of the program features outlined above is that college-wide requirements for a degree are as follows:

General Education	65 quarter hours
Minimum concentration, including Senior Seminar	51 quarter hours
Electives	70 quarter hours

Total hours required for graduation 186 quarter hours

In addition to the college-wide concentration requirements each school or department may have additional requirements for its majors. These are listed under each area.

INTEGRATION OF LIVING AND LEARNING

The college plan has been designed to insure that the classroom and non-classroom portion of the students' college experiences supplement each other.

For lower division students the Academic Village provides a framework within which commuting and residential students receive an integrated program of curricular and co-curricular activities designed to insure the most valuable possible total experience.

Each "house" of the Academic Village includes facilities for commuting members of that house, including recreational and study areas and such facilities as a terminal of the college's dial-access learning system.

Although most offices for faculty members of the college are grouped by departments in order to facilitate professional interchange, the plan establishes a group of "House Fellows" who have special relationships with students in particular living units, and who have offices in a house.

The plan also establishes Village courses which are taught by House Fellows and are innovative in format. The Village courses, which give preference in enrollment to Village members, provide a uniquely informal atmosphere in which beginning students can develop their academic skills. Often a single house is involved in a specific course which emphasizes peer learning and discussion among course participants. Commonly the courses are of an interdisciplinary nature and are selected so as to meet General Education requirements.

PACE PROGRAM OF INDIVIDUALLY PACED STUDIES

Educational innovation at this College calls for a series of educational experiments within the context of its Academic Master Plan and provides the framework for departures from a general pattern of curricula in the California State Colleges. The PACE Program ("Personally Adjusted College Education") is designed to permit the individual undergraduate student maximum flexibility in measured time through which he progresses toward the attainment of the baccalaureate degree.

Currently, the College is concentrating on five kinds of experimentation: 1) component (modular) courses; 2) challenge of regular courses by examination; 3) evaluation and credit for experience gained outside of the classroom; 4) use of diagnostic tests and pre-college qualification; and 5) comprehensive examinations for disciplines or segments of disciplines.

Students are urged to explore, through their academic advisors, various options available through this program. For further details, see pages 65-67.

HONORS PROGRAM

The College offers to selected and interested freshman students the opportunity to participate in an honors program. This program is designed to service the well-qualified and highly motivated student who seeks to find the maximum challenge and thereby derive the maximum benefit from his college education.

In certain of the departments and schools of the College, individual honors courses and programs will be developed for freshman, sophomore, junior and senior students. Information on these programs is available from the Office of the Academic Vice President.

ACADEMIC ADVISING

The Academic Village provost assigns each freshman and sophomore to a faculty advisor who is associated with the academic village house of which the student is a member. When a student has completed 60 quarter units or more of credit he may indicate a major area of study; upon completion of 90 units of credit he must declare a major and be assigned a faculty advisor in his area of concentration. Assignment of this advisor is made by the dean of the school following an interview with the student. Entering juniors and seniors who have not declared a major will be assigned an advisor by the Academic Village provost.

ACADEMIC OFFERINGS

California State College, Bakersfield offers baccalaureate and master's degree programs as indicated below, together with concentrations and minors in disciplines and in interdisciplinary areas. Requirements are listed in the appropriate school and department sections of the catalog or, in the case of interdisciplinary programs, under "College-Wide Academic Programs."

	<i>Undergraduate Programs</i>				<i>Graduate Programs</i>		
	<i>Conc.</i>				<i>MBA</i>		
	<i>or Interdisc.</i>				<i>or</i>		
	<i>BA</i>	<i>BS</i>	<i>Minor</i>	<i>Concen.</i>	<i>MA</i>	<i>MS</i>	<i>Conc.</i>
Accounting (BS, Bus.Adm.).....				x			
Administration (MS).....						x	
Agribusiness (BS, Bus.Adm.)				x			
Anthropology.....	x						
Art (BA, Fine Arts).....				x			
Asian Studies.....					x		
Behavioral Sciences.....							
Bilingual/Bicultural (MA, Educ.)							x
Biochemistry (BS, Chemistry)				x			
Biology.....		x					
Black Studies					x		
Business Administration (MBA)		x				x	
Chemistry		x					
Chicano Studies.....					x		
Communications (BA, English)				x			
Counseling and Personnel Services (MA, Educ.).....							x
Crime, Law and Society					x		
Criminal Justice.....	x						
Early Childhood Education (MA, Educ.)							x
Earth Sciences		x					
Economics (BS, Bus.Adm.)	x			x			
Education					x		
Educational Administration (MA, Educ.)							x
Elementary Curriculum and Instruction (MA, Educ.).....							x
English.....	x				x		
Environmental Studies (BS, Biol.; BS, Earth Sci.; BA, Econ.).....				x			
Finance (BS, Bus.Adm.)				x			
Fine Arts.....	x						
French	x						
Geography				x			
Geology (BS, Earth Sciences)				x			
German				x			
Health Care Management (MS, Admin.)							x
Health Science.....		x					
Health Services Administration (BS, Health Sci.)				x			
History	x				x		
Human Services (MA, Behav. Sci.)							x
Latin American Studies.....					x		
Liberal Studies.....	x						
Management and Operations Analysis (BS, Bus.Adm.)				x			
Marketing (BS, Bus.Adm.)				x			
Mathematics		x					
Medical Technology (BS, Health Sci.)				x			
Music (BA, Fine Arts)				x			

	<i>Undergraduate Programs</i>				<i>Graduate Programs</i>		
	<i>Conc. or Interdisc.</i>				<i>MBA or</i>		
	<i>BA</i>	<i>BS</i>	<i>Minor</i>	<i>Concen.</i>	<i>MA</i>	<i>MS</i>	<i>Conc.</i>
Nursing		x					
Philosophy	x						
Physical Education	x						
Physical Science		x					
Physics (BS, Phys.Sci.)			x				
Political Science.....	x						
Psychology (MS)	x					x	
Public Administration (MS, Admin.)	x						x
Reading (MA, Educ.)							x
Religious Studies (BA, Philos.)			x				
Secondary Curriculum and Instruction (MA, Educ.).....							x
Sociology	x						
Spanish	x						
Special Education (general) (MA, Educ.)							x
Special Major	x						
Women's Studies				x			

Special Major

The college is also authorized to award a bachelor's degree with a Special Major, for programs not conforming to regular concentrations. A student may propose a program of correlated studies in two or more fields for a Special Major. Proposals are considered for approval by the Academic Vice President.

PRE-PROFESSIONAL PROGRAMS

The academic programs of the College provide appropriate preparation for graduate work in a variety of fields. Students who have reached tentative decisions as to institutions in which they may want to undertake graduate work should consult the catalogs of those graduate schools as they plan their undergraduate program.

Designated officials at CSB will provide students with guidance in the selection of programs designed to prepare them for subsequent study in professional schools oriented toward careers in such fields as business administration, theology, forestry, and college teaching. Help with decisions concerning professional study is available through the Counseling Center.

Pre-Engineering

The College does not offer engineering degrees or courses. However, engineering programs in general include numerous courses in chemistry, mathematics and physics as well as such general education courses as English, psychology, economics, etc. Students planning to pursue a degree in engineering may therefore complete a substantial part of their course requirements at the College.

The number and sequential nature of engineering courses required for an engineering major are such that a student must plan his pre-engineering work carefully if he is to be able to complete an engineering baccalaureate in four years. Students contemplating transfer to an institution offering an engineering degree are urged to study the catalog of that institution and plan their preliminary work accordingly.

Those interested in pre-engineering programs are advised to consult with the chair of the Physics Department for information and assistance in planning their programs.

Pre-Law

Law schools are concerned about the general quality of an applicant's undergraduate education rather than about his having taken specific courses. Advice on preparation for law school is available to CSB students from the pre-law advisor in the Political Science Department.

Pre-Medical

The College offers course work appropriate to meet the requirements of medical and other professional schools in the health sciences including dentistry, veterinary medicine, and pharmacy.

While the pre-medical student may major in any area of interest to him, most medical schools also require certain minimum amounts of course work in biology (two years), chemistry (two years), and physics (one year). Courses which would ordinarily be used to satisfy these requirements include: Chemistry 201, 202, 203, 311, 312, and 313; Biology 201, 202, 203, 303, 304, and 351 or other upper division electives; Physics 201, 202, 203; or equivalent. Course work in mathematics is highly recommended.

Although application to medical school may be made after three years of college work, competition is severe and the student is advised to select courses so that, should admission be denied, he would be able to complete requirements for the B.S. degree, including a major, within one additional year. Interested students should contact the chair of the Biology Department for assistance.

Students interested in pre-medical and other health science programs are advised to consult information concerning admission requirements to pre-professional schools, available in the offices of the Departments of Health Sciences, Biology, and Chemistry, and to confer with their chairs.

CENTERS

Some special programs of the college are administered through centers which conduct studies, carry out research, and provide service in particular subject matter fields.

The Center for Environmental Studies is administered by a board of whom the current director is Ted D. Murphy. The center encourages and coordinates studies of environmental problems in the college's service area, promotes the utilization of local environmental resources in education and research, and facilitates external funding of research and other scholarly activity by faculty and students. It has developed a unique Environmental Studies Area, a 40-acre tract with a variety of habitats, on the campus, that is used by campus and community groups and individuals.

The Center for Allied Health Sciences Studies encourages and coordinates studies concerning the health needs and problems of the college's service area. It promotes the utilization of local health resources in education and research, facilitates external funding of research related to the health sciences by faculty and students of the college, and provides a vehicle for cooperation between California State College, Bakersfield and other public and private agencies concerned with the health sciences.

The Center for Business and Economic Research encourages research and dissemination of information that will benefit the public and private sectors of the community; fosters developmental programs in business, economics, and public administration which may from time to time require the establishment of institutes or workshops; facilitates the establishment of externally funded research programs; and serves as a focal point for contact with and assessment of business and economic research needs of the community. Acting Director for the center, which is administered by a board, is Frank Falero, Jr. The center publishes a regular newsletter, *Administrative Commentary*, and periodical *Supplements* of a topical nature, as well as monographs on selected research topics.

The Center for Economic Education, one of ten in the State, is an affiliate of both the California Council on Economic Education and the Joint Council, based in New York. Administered by a board of whom the current director is John Menefee, the center at California State College, Bakersfield is charged with the responsibility of assisting school systems in further advancing the level of education in economic issues and concepts by providing resource materials and persons. To this end, the center maintains a library of materials for use at each grade level, kindergarten through college.

The Center for the California Well Repository is administered by an advisory board for which the current director is James R. Weddle. John R. Coash is the executive secretary and project director. The purposes of this facility are to collect, classify or process, store, and make available to investigators representative samples of California rocks, especially subsurface rocks from oil wells, and other subsurface information.

INTERNATIONAL PROGRAMS

The California State University and Colleges (CSUC) offers opportunities for students to pursue their studies at a distinguished foreign university or special program center. Under the auspices of the CSUC Office of International Programs, participants in this program are concurrently enrolled at their home campus, where they earn academic credit and maintain campus residency, and at an overseas institution of higher education.

Cooperating universities abroad include the University of Provence, France; the Universities of Heidelberg and Tübingen, Germany; the University of Tel Aviv and Hebrew University of Jerusalem in Israel; the University of Florence, Italy; the Universidad Ibero-Americana, Mexico; the Universities of Granada and Madrid, Spain; the University of Uppsala, Sweden; Lincoln University College of Agriculture and Massey University, New Zealand; and Waseda University, Japan. In the United Kingdom, cooperating universities (which may vary from year to year) include among others, Aberdeen, Dundee, Edinburgh, Bangor, Heriot-Watt, Leicester, London, Manchester, Nottingham, Oxford, Liverpool, Lampeter, Sheffield, and Strathclyde. In addition, CSUC students may attend a special program in Taiwan, Republic of China, or an architecture program in Copenhagen, Denmark.

Eligibility for application is limited to those students who will have upper division or graduate standing by September 1978 at a CSUC campus; who have demonstrated the ability to adapt to a new cultural environment; and, who, in the cases of France, Germany, Mexico, and Spain, will have completed at least two years of college-level study in the language of instruction at the host university, or possess equivalent knowledge of the language. At the time of application, students must have a minimum cumulative grade point average (g.p.a.) for all college-level work of 2.5, except for the programs in Israel, New Zealand, and the United Kingdom where a minimum g.p.a. of 3.0 is required. Selection is competitive and is based on home campus recommendations and the applicant's academic record. Final selection decisions are made by a statewide committee of faculty members, except for the programs in New Zealand and the United Kingdom where final selections are made by the respective host universities.

The International Programs supports all tuition and other academic and administrative costs overseas for each of its participants to the same extent that such funds would be expended to support similar costs in California. Students assume costs for pre-departure orientation, insurance, transportation, housing, and meals. Home campus registration and other fees and personal incidental expenses or vacation travel costs while abroad are also paid by the student. Non-resident students are subject to non-resident fees. The Office of International Programs collects and administers funds for those items which the program must arrange or can negotiate more effectively, such as home campus fees, orientation costs, insurance, outbound transportation, and, in some centers, housing. International Programs participants may apply for any financial aid available at their home campuses, except for campus work-study.

Applications for the 1978-79 academic year must be submitted before February 10, 1978, except for New Zealand and the United Kingdom. Applications for the New Zealand program must be submitted by May 12, 1978, for participation during calendar year 1979. (The academic year in New Zealand begins in February and ends in October.) United Kingdom applications must be submitted by January 6, 1978. Detailed information and application materials may be obtained from the Coordinator of International Programs, Office of Student Services; further information may also be obtained by writing to The California State University and Colleges International Programs, 400 Golden Shore, Suite 300, Long Beach, California 90802.

NATIONAL STUDENT EXCHANGE

Cal State Bakersfield is one of thirty-five state colleges and universities within the U.S. that participate in the NSE program. Students may spend a year or part of a year at one of these institutions and return to CSB to complete their undergraduate education. Full academic credit is granted for the term of exchange. Expenses include in-state tuition and room and board at the host school, books, transportation, and personal expenses.

Catalogs, detailed information, and applications are available in the Office of Student Activities. Sophomores and juniors with a cumulative 2.5 grade point average are eligible for the program. Applications for the 1978-79 year should be submitted before March 1, 1978.

EXTENSION AND SUMMER SESSION PROGRAMS

Courses are available through the Division of Extended Studies and are offered as a separate function from the courses offered during the regular fall, winter, and spring quarters. Inquiries concerning courses to be offered, admission to extension courses, and other details should be directed to the Division of Extended Studies at the college.

Extension offerings on the campus include transfer courses numbered X100 to X600 which carry credit usable toward a degree, subject only to the statutory limitations of 36 quarter units of extension work that may be included in a bachelor's degree program, or 13 units toward a master's degree program. Summer session credits are considered resident credit. The acceptability of these courses toward major or minor concentration is subject to approval of the school dean within whose academic area the course falls.

The CSB Extension program also may offer on campus non-credit courses numbered X1 to X99 and non-transfer professional or in-service courses numbered X800 to X999.

In addition to its offerings on campus, CSB Extension also provides instructional programs throughout a multi-county service area. These courses may include any of the types available on campus and also may include courses drawn from the regular college curriculum.

EXTERNAL AND CONSORTIUM DEGREE PROGRAMS

Through the Division of Extended Studies, CSB is authorized to provide a B.S. in Business Administration in China Lake-Ridgecrest; a B.S. in Nursing throughout the CSB service region, and an M.A. degree in Education for Porterville and the Owens Valley. The college is also cooperating in a consortium M.P.A. degree in China Lake and a B.A. in Liberal Studies in the service area.

DEGREE REQUIREMENTS

GRADUATION REQUIREMENTS APPLICABLE

Students may elect to meet the graduation requirements in effect at any one of the three times indicated below:

1. During the term they entered the College
2. During the term they began college work, provided they have been in continuous attendance in regular sessions and in the same general curriculum in any state college or California community college
3. During the term in which graduation requirements are completed

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

To qualify for a bachelor's degree, a student must satisfy the specific requirements in the following areas:

Units

A minimum of 186 quarter units is required, including at least 60 upper division.

Residence

A student must complete a minimum of 36 quarter units in resident study at the College. At least 18 of these 36 units must be completed among the last 30 units taken in fulfillment of degree requirements.

Scholarship

Each student must complete, with a grade point average (G.P.A.) of 2.0 (C) or better: (1) all acceptable college units attempted, (2) all units counted toward satisfaction of the major and of the minor requirements, and (3) all units attempted at this college, except that only courses in which a letter grade (A, B, C, D, F) is assigned are used in computing the grade point average.

GENERAL EDUCATION REQUIREMENTS

In conformity with the General Education requirements established by the State Board of Trustees, the College requires 65 quarter hours of courses distributed among Basic

Subjects, natural sciences and mathematics, humanities, behavioral sciences, and the Academic Village:

1. Ten quarter hours (two courses) in Basic Subjects. This is to be satisfied by Advanced Composition (English 110) and one quarter of either Mathematical Inference (Math 102) or Logic (Philosophy 102). Either or both parts of this requirement will be waived for students who receive a satisfactory score on a proficiency examination administered by the college. A course taken to satisfy part of this requirement may not be counted toward satisfaction of another General Education requirement.
2. Fifteen quarter hours (three courses) in the School of Natural Sciences and Mathematics. This can be satisfied by courses taken in at least two of the following departments: Biology, Chemistry, Health Sciences, Mathematics, Nursing, Physics/Earth Sciences. This work must include at least one, but not more than two, courses (numbered 100) dealing with a discipline in perspective.
3. Twenty quarter hours (four courses) in the School of Humanities. This can be satisfied by courses taken in at least three of the following departments: English, Fine Arts, Foreign Languages, History, Philosophy/Religious Studies. This work must include one course (numbered 101) dealing with the nature of a discipline, and may include English 100.
4. Fifteen quarter hours (three courses) in the School of Behavioral and Social Sciences. This can be satisfied by courses taken in at least two of the following departments: Economics, Political Science, Psychology, Sociology/Anthropology.
5. Five quarter hours of general education courses from the Academic Village. (New courses are designed and offered from term to term, and are identified in the Class Schedule as satisfying this requirement.)

TOTAL—65 quarter hours.

(See "Community College Certification of General Education" on page 61.)

AMERICAN INSTITUTIONS REQUIREMENT

The California Education Code requires that each student qualifying for graduation with a bachelor's degree shall demonstrate competence in the following areas of American institutions:

1. The Constitution of the United States
2. American history, including the study of American institutions and ideals
3. The principles of state and local government established under the Constitution of the State of California

Each student shall meet these requirements, either by passing a comprehensive examination on these fields prepared and administered by the College or by completing appropriate courses.

Students transferring from other accredited institutions of collegiate grade who have already met these requirements will not be required to take further courses or examinations therein.

All three parts of the requirement must be met. Students may satisfy each part by separate examination or by designated courses, or by combinations of courses and examinations.

Courses used to satisfy this requirement may also be used to satisfy General Education and major/minor requirements.

1. *Courses satisfying both American history and United States Constitution requirements:*

History 231. Survey of American History to 1865

History 352. Revolutionary America, 1750–1789

2. *Courses satisfying both American history and California state and local government requirements:*

History 356. Era of Sectional Conflict; 1828–1877

History 370. Early California

History 371. Modern California

3. *Courses satisfying American history requirement only:*

History 232. Survey of American History Since 1865

History 355. Early National Period, 1789–1828

- History 357. Emergence of Industrial America, 1877-1920
- History 358. Urban America, 1920 to Present
- History 366. The Chicano Experience Since 1846
- History 368. The American Indian
- History 440. Growth and Decline of an American Empire
- History 445. The Frontier in American History to 1848
- History 446. The Frontier in American History Since 1848
- History 450. Economic History of the United States
- History 456. The Social Fabric: A History of American Life
- History 462. Social History of American Thought, 1800 to the Present
- History 464. Growing Up in America
- History 465. History of Black America to 1865
- History 466. History of Black America Since 1865
- 4. *Courses satisfying both U.S. Constitution and California state and local government requirements:*
 - Political Science 101. American Government and Politics
 - Political Science 240. Honors Seminar: The Nature of Politics
 - Political Science 312. Political Parties and Elections
 - Political Science 314. Judicial Politics
 - Political Science 315. Civil Liberties
 - Political Science 316. Legislative Politics
 - Behavioral Science 321. Community Politics
 - IN ST 375. Administrative Processes in Government

Information regarding arrangements under which proficiency examinations will be given on the campus can be secured from the History or Political Science Departments.

WRITING SKILLS REQUIREMENT

On May 26, 1976, the Board of Trustees approved a resolution requiring a demonstration of writing skills competency as a requirement for graduation. Students are advised to obtain further information from appropriate campus officials on currently available methods for meeting this requirement.

BACHELOR OF ARTS

Each candidate for a Bachelor of Arts degree is required to complete a major with a minimum of 36 quarter units, exclusive of courses used to meet the requirements in General Education. Specific requirements for each major, including any requirements of supporting or cognate courses, are described in this catalog. The disciplinary major must be complemented by satisfactory completion of one of the four options listed below:

- a. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
- b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
- c. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, Crime, Law and Society, and Environmental Studies
- d. A second major.

Credits in appropriate courses may be used toward satisfaction both of General Education requirements and of requirements for an augmented major, a minor, or an interdisciplinary concentration.

BACHELOR OF SCIENCE

Students majoring in one of the sciences or in a professional program are required to have a major of at least 55 credit hours, including a Senior Seminar, plus any required supporting courses. They are not required to have a minor, though course work in a related area may be counted toward the major.

DOUBLE MAJORS

Any student completing the requirements for two majors in disciplines generating Bachelor of Arts degrees or in two majors generating Bachelor of Science degrees may receive a diploma recognizing a double major.

Any student completing work for two majors, one of which generates a Bachelor of Arts and the other a Bachelor of Science, should request approval by the academic vice president for a Special Major with a Bachelor of Arts in the two disciplines.

Students graduating with a double major are required to complete all components of each major, including the Senior Seminar.

SECOND BACCALAUREATE DEGREE

The College does not encourage students to seek a second bachelor's degree. A student who has the ability and the interest will normally be better advised to satisfy the prerequisites to a second field and seek the master's degree. There are exceptions, however, and for this reason the College would follow the guidelines listed below:

1. A student may not be granted two baccalaureate degrees at the time of meeting the requirements for graduation from the College.
2. A student desiring a second baccalaureate degree should have, prior to his admission, the written approval of the department chair of the major in which he seeks the second degree.
3. To earn a second baccalaureate degree:
 - a. the student should meet the current General Education requirements of CSB;
 - b. the student should meet the concentration requirements for the second degree, including the major and the minor, if applicable;
 - c. units taken for the first baccalaureate degree may be counted, but the student must take an additional 36 units of work and meet residency requirements. A minimum of 18 quarter units of the last 30 quarter units must be taken at CSB.

REQUIREMENTS FOR THE MASTER'S DEGREE

Information on requirements for each master's degree offered by the college is available from the dean of the appropriate school and in the appropriate section of this catalog. For each graduate degree program, a minimum of thirty-two quarter units must be completed in resident study at the college.

EVALUATION AND ACCEPTANCE OF TRANSFER CREDIT

After a student has been accepted for admission, the Evaluations Office of Admissions and Records will evaluate previous college work in terms of its relationship to the graduation requirements of the College. Each transfer student seeking a degree will be issued an evaluation of transfer credit which will serve as the basis for determining the remaining requirements for the student's specific objective. The evaluation remains valid as long as the student matriculates at the date specified, pursues the objective declared, and remains in continuous enrollment. These evaluations are conditional and are subject to revision by the dean of the school of the student's major during the first quarter that the student is in attendance; therefore, transfer students should discuss their evaluation in detail with their academic advisors to insure that all credit earned has been granted and that they have satisfied prerequisites for future requirements.

CREDIT FROM A FOUR-YEAR COLLEGE OR UNIVERSITY

The College will accept for full transfer credit any baccalaureate-oriented courses taken at a four-year accredited college or university in this country.

For graduate programs, up to thirteen quarter units may be transferred from other colleges and universities, provided they meet the time limit requirements for the degree.

CREDIT FROM A COMMUNITY COLLEGE

The College will accept for full transfer credit all nonremedial course work taken at a California community college which has been indicated by that college as designed or appropriate for baccalaureate credit. Community college credit is allowed up to a maximum of 105 quarter (70 semester) units. Courses taken at a community college by a student who

has already completed 105 units of community college work may apply on course requirements but do not carry unit credit towards total units required for the degree. No upper division credit may be allowed for courses from a community college.

COMMUNITY COLLEGE CERTIFICATION OF GENERAL EDUCATION

Community colleges may certify through established procedures that a student has completed in total the State University and Colleges General Education requirement in Basic Subjects, science, humanities, and social sciences, or has completed the requirements in one or more individual areas. The student should request the community college to send the certification to the Evaluations Office of Admissions and Records at CSB. (See General Education Requirements, p. 57.)

CREDIT FROM NON-ACCREDITED COLLEGES

Credits earned in non-accredited colleges may be accepted upon petition by the student to the appropriate dean.

CREDIT FOR EXTENSION, CORRESPONDENCE, AND USAFI WORK

The College will accept for credit towards a baccalaureate degree, on the basis of evaluation of courses submitted on official transcripts, no more than 36 quarter units of credit earned through extension, correspondence, and/or USAFI (United States Armed Forces Institute) courses. No more than 13 quarter units may be accepted toward a master's program.

CREDIT FOR MILITARY SERVICE

Students with military service of one year or more will receive 9 quarter units of lower division elective credit and additional units for specified service training and USAFI (United States Armed Forces Institute) courses. A copy of service separation papers (service form DD-214) should be submitted to the Admissions Office during the admissions process.

CREDIT FOR PEACE CORPS SERVICE

Students with Peace Corps service of one year or more will receive 9 quarter units of lower division elective credit and additional units for training courses completed at an accredited college. Written certification by recognized authorities of service and training should be filed with the Admissions Office during the admissions process.

SUBSEQUENT ENROLLMENT AT OTHER INSTITUTIONS

Students enrolled at the College who wish to receive transfer credit for courses offered at other institutions should obtain prior approval of these courses from their school dean before enrolling in such courses.

OPPORTUNITIES FOR CREDIT AND ADVANCED PLACEMENT

PROFICIENCY EXAMINATIONS

Qualified students may receive a waiver of some course requirements on the basis of satisfactory performance on proficiency examinations. A student may secure specific information on proficiency examinations by inquiring at the Office of the Academic Vice President.

ADVANCED PLACEMENT

California State College, Bakersfield grants credit toward its undergraduate degrees for successful completion of examination of the Advanced Placement Program of the College Entrance Examination Board. Students who present scores of three or better will be granted nine quarter units (six semester units) of college credit. Credit will be allowed in courses most nearly equivalent to the material covered in the Advanced Placement Program. A student who has taken Advanced Placement Program examinations should request that his scores be sent to the Office of Admissions and Records.

COLLEGE-LEVEL EXAMINATION PROGRAM

The College Entrance Examination Board has established the College-Level Examination Program (CLEP) to enable those who have reached the college level of education outside the classroom through correspondence study, television courses, on-the-job training, and other means—traditional or non-traditional—to demonstrate their achievement and to use the test results for college credit or placement. Information on the credit that will be awarded by this college for satisfactory scores on CLEP examinations is available from the Office of Counseling and Testing.

The College-Level Examination Program (CLEP) makes it possible for students to apply the results of the College-Level Examinations for credit or placement. There are four General Examinations of which the student may write in one or more of the following areas: Humanities, Mathematics, Natural Sciences, and Social Science. The General Examinations are intended to provide a comprehensive measure of undergraduate achievement in these four basic areas of the Liberal Arts. They are not intended to measure advanced training in any specific discipline, but rather to assess a student's knowledge of fundamental facts and concepts, his ability to perceive relationships, and his understanding of the basic principles of the subject. There also are approximately eighteen Subject Examinations from which the promising student may avail himself of the opportunity to earn credit by examination. The Subject Examinations differ from the General Examinations in that the former are more closely tied to course content and are intended to cover material that is typical of college courses in these subjects.

A student who has taken examinations through the College-Level Examination Program should request that his scores be sent to the Academic Village provost.

ENGLISH AND SCIENCE/MATHEMATICS EQUIVALENCY TESTS

The English and Science/Mathematics Equivalency tests provide an opportunity to first-time freshman students (or students who have not been awarded equivalent degree credit for regular course work, credit by examination, or correspondence or military study) to receive college credit by examination in English, General Mathematics, Algebra-Trigonometry, Calculus-Analytic Geometry, Statistics, Chemistry, Biology, and Calculus. These system-wide tests, administered on each campus, are offered at CSB in late April and May by the Office of Counseling and Testing.

The English Equivalency Examination consists of a 90-minute essay test and a 90-minute objective examination on the analysis and interpretation of literature. By passing this examination, a student may earn 9 quarter units of credit which, at CSB, are regarded as equivalent to successful completion of English 100, English Composition, and English 101, Introduction to the Nature of Literature.

The Science/Mathematics Equivalency tests offer the opportunity to earn 3 semester units (4.5 quarter units) each in the areas listed below. CSB equivalent courses are also indicated.

Mathematics General Exam	Math 102
College Algebra—Trigonometry	Math 106
Introductory Calculus	Math 120
Statistics	Math 140
Chemistry	either Chem 150 or Chem 201
Biology	No equivalent course, but counts toward science credit in General Education

CREDIT BY EXAMINATION

A currently enrolled student who, through previous formal or independent study, has thorough knowledge of the facts, ideas and concepts of a course may petition to receive course credit by examination. In this manner, he may accelerate his progress through the College.

After discussion with the instructor of a course eligible for challenge, a student in good standing who wishes to attempt to earn such credit may petition the chair of the department in which the designated course is offered for permission to challenge the course. Petition forms may be obtained from the Office of Admissions and Records. The petition must be

filed during the first five days of the term; if the petition is approved the examination must be administered and the grade recorded prior to the first day of the pre-registration period for the following term. A student may not challenge a course in which he is currently enrolled or for which he has already received credit.

Examinations are marked "credit" or "no credit." No official record is made of examinations in which "no credit" is earned; units for a course in which "credit" is earned will count toward graduation. Credits received are not considered in computing a student's grade point average, and credit earned by examination will not fulfill requirements for credit taken in residence.

INDIVIDUAL STUDY

A major goal of this College is the inculcation in its students of a commitment to continuing self-education in the years following their graduation. If the College is successful in this endeavor, many of its students will reach a point during their undergraduate years in which they will have the competence and the self-discipline necessary to carry out independent study projects. The program of the College encourages these students to enroll for individual study and research, either on a genuinely independent basis or in cooperation with faculty members who are carrying out research programs.

Individual study courses for one to five units of credit at the 200 or 400 level may be made available to undergraduate students, and at the 500 or 600 level to graduate students, with the approval of the dean of the school in which the departmental courses are offered. Students must present a 3.0 cumulative grade point average after at least 15 quarter units of study at CSB, and may apply a maximum of 20 quarter units of individual study toward baccalaureate requirements. A petition for individual study, which is available in the office of the school dean, must be filed with the dean of the school prior to registration for individual study courses, which is then completed at the same time and through the same procedures as registration for any other course.

MODULARIZED COURSES

As a segment of the College's program of Personally Adjusted College Education (PACE), a number of courses are offered each term on a modularized basis which utilizes self-paced components in these courses to permit variation in the number of credit units earned. Students desiring to take advantage of this opportunity to pursue one or more classes at their own pace should consult class schedules for details of modularized courses available in each quarter.

WAIVER OF PREREQUISITES

Admission to some courses, as indicated in particular course descriptions, is contingent on prior or, in some instances, concurrent enrollment in specified other courses. A student who believes his special circumstances may merit the waiver of these prerequisite requirements may request permission for such waiver from the instructor.

EXPERIENTIAL LEARNING CREDIT

A student who has had or contemplates having off-campus experience relevant to the curriculum of this college may petition for academic credit to be awarded for the learning which has occurred. The amount of credit is determined only after self and faculty assessment of the scope and quality of this learning. Students interested in this possibility should consult with their school dean or department chair. Evaluation of experiential learning will take varied forms. It will frequently require complementary academic study. In usual circumstances no student will be awarded more than five units of experiential learning in any one quarter for work undertaken with a given faculty member. Petitions for larger amounts require approval of the academic vice president. Experiential learning credit, which is counted as resident credit, is awarded on a credit, no-credit basis only.

CHANGE OF DEGREE OBJECTIVE

Whenever a student wishes to change his degree objective from "Undeclared" or any specified major to another major area of study, he is required to submit the "change of degree objective" form to the Registrar's Office.

APPLICATION FOR GRADUATION

Candidates for baccalaureate and master's degrees to be awarded at the end of a regular term must file applications with the Evaluations Office of Admissions and Records no later than the end of the second week of instruction of the quarter in which they expect to complete graduation requirements. Applications for degrees to be awarded at the end of a summer session should be completed and filed with the Evaluations Office of Admissions and Records before the end of the previous spring quarter. No application will be accepted for summer session degrees after the end of the first week of instruction of the regular summer session.

All students are urged to apply for graduation at least one full quarter before they plan to graduate, because a reply to the application may take six to eight weeks. They may thus be notified prior to the registration period for their last quarter of any deficiencies in graduation requirements.

GRADUATION DATES

There are four graduation dates each year. They coincide with the last day of the final examination period in the fall, winter, and spring terms and with the last day of the final examination period for the second summer session.

COMMENCEMENT

A single commencement ceremony is held in June of each year.

PROVISIONAL POST-BACCALAUREATE CREDIT

Courses taken by a student during the quarter in which he earns his degree, that are not needed to fulfill degree requirements, can be recorded as provisional post-baccalaureate credit. The student's request for this credit is part of his Application for Baccalaureate Degree. The student's request for provisional post-baccalaureate credit may not be made retroactively. Units for any one course must be applied either wholly to the baccalaureate degree or wholly to provisional post-baccalaureate credit and may not be divided.

GRADUATION WITH HONORS

Graduation with honors is awarded to those students who have completed at least 60 resident units of letter grade work as part of their baccalaureate program and whose cumulative grade point average for all work taken toward the degree and for all work taken at CSB is as follows:

3.3–3.59	cum laude
3.6–3.89	magna cum laude
3.9–4.0	summa cum laude

DEAN'S LIST

A full-time, undergraduate student, carrying at least eight units of letter-graded work, who earns a G.P.A. of 3.25 or above in an academic quarter will be placed on the Dean's List.

ACADEMIC COURSE LOAD

A student is normally permitted to enroll in a maximum of three full-term courses each quarter, the equivalent of 15 quarter hours, plus one or two single-credit courses. A student with a CSB grade point average above 2.5 may request permission to carry more than 17 units per quarter by petition to his School Dean. A full-time student with a CSB grade point average of 3.3 or better may carry extra courses without petition. Loads in excess of 17 hours are not permitted for first-quarter CSB students.

CONCURRENT ENROLLMENT

A student at CSB who desires to enroll for concurrent work at another institution or in this college's extension program may file a request with the Director of Admissions and Records. No student will be permitted to receive credit toward graduation for a combination of courses taken at CSB and elsewhere which total more than would have been approved in any one quarter under the College's overload policy. A student desiring to combine CSB and other work to a total that would require approval of a petition if all the work were taken at this college should submit a petition for overload prior to the time for such enrollment.

CLASS SCHEDULE

An official class schedule prepared each term by the College includes the registration schedule, procedure for registration, fees, classes offered by hours, and other pertinent registration information. The schedule is available in advance of registration each term and copies may be obtained from the College Bookstore for a small fee.

CLASS MEETINGS

Classes will meet at the time and place indicated in the published Class Schedule except when a change is made to increase educational effectiveness or in response to the unavailability of the normal room or the regular instructor of the class. Except in cases of emergency, any changes will be announced in prior class meetings. Information on any rescheduled class session can be secured from the office of the appropriate dean.

CLASS ATTENDANCE

Class attendance is expected of all students enrolled at the College. The instructor in each course sets the standard he expects his students to meet in this regard. When a student is absent from classes, it is his responsibility to inform his instructors of the reason for his absence and to arrange to make up missed class work and assignments. If a student is to be absent for the remainder of a term, withdrawal from the course or from the College should be initiated by the student in the Office of Admissions and Records (see WITHDRAWAL FROM COLLEGE). Where such absence or withdrawal is caused by illness, the student must report to the Health Service upon return to the College.

COURSE NUMBERING SYSTEM

- 1- 99 Courses which carry no credit toward a degree or a credential
- 100-199 Lower division courses designed as freshman level, but also open to other students
- 200-299 Lower division courses designed as sophomore level, but also open to other students
- 300-399 Upper division courses of junior and senior level, but may also be open to lower division students, which do not give graduate credit
- 400-499 Upper division courses of junior and senior level, not open to lower division students, which may give post-baccalaureate or graduate credit
- 500-599 Graduate courses also open to seniors and credential candidates
- 600-699 Courses designed primarily for graduate students (may be restricted to graduate students)
- 800-899 Courses graded in Continuing Education Units (CEU's) designed for re-licensure requirements; not applicable to a degree
- 900-999 Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses would not apply to degrees or credentials

REMEDIAL COURSES

In order to permit specially admitted students to overcome deficiencies in their academic preparation, the College offers a number of remedial courses open to these specially admitted students. These courses, which carry credit that does not count toward graduation, are numbered from 1 to 99.

GRADING SYSTEM

<i>Grade Symbol</i>	<i>Explanation</i>	<i>Grade Points Per Quarter Hour Unit</i>
A	Excellent.....	4
B	Good	3
C	Average.....	2
D	Passing	1
F	Failing.....	0
W	Withdraw	0
I.....	Incomplete	0
CR.....	Credit	0
NC.....	No Credit.....	0
RD	Report Delayed.....	0
AU	Audit.....	0
SP	Satisfactory Progress	0
U	Unauthorized Incomplete.....	0

Grade point averages are computed by dividing the number of grade points earned by the number of units attempted. Only units and grade points earned by a student while enrolled at this College are used to compute resident grade point averages.

W (Withdraw). This symbol indicates that the student was permitted to drop the course after the first full week of classes. A course with a "W" grade is not counted as work attempted. It carries no connotation of quality of student's performance and is not used in calculating grade point average or progress points. Withdrawals after the third week of classes and prior to the last three weeks of classes are permissible only for serious and compelling reasons. Permission to withdraw during this period is granted only with the approval of the instructor and the department chairman or school dean. All requests for permission to withdraw during this period and all approvals must be made in writing on prescribed forms which state the reasons for the withdrawal. Withdrawals are not permitted during the final three weeks of instruction except in cases such as accident or serious illness, where the cause of withdrawal is clearly beyond the student's control and the assignment of an "Incomplete" is not practicable. Ordinarily withdrawals in this time period involve total withdrawal from the campus. They must be endorsed by the Dean of Students.

I (Incomplete) is recorded when a student has been doing satisfactory work in a course, but for reasons judged appropriate by the instructor should be permitted additional time to complete the requirements. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The instructor will submit an "Incomplete" notice and the symbol "I" will be entered on the student's permanent record. A final grade is assigned upon completion and evaluation of the work agreed upon. Each incomplete grade must be removed by the end of the subsequent academic quarter unless the instructor has set a later date for stated reasons, this date to be no more than a year from the end of the quarter in which the incomplete was incurred. This limitation prevails whether or not the student maintains continuous enrollment.

Students may not remove an "Incomplete" by re-enrolling in the course. An "Incomplete" remaining on the student's permanent college record or on transcripts from other institutions after the expiration of the time limit for removal will automatically become an "F" or an "NC" and be counted as such in determining grade point averages and progress points. If a student subsequently completes a course which is recorded as "Incomplete" on a transcript from another institution, it is his responsibility to submit a corrected official transcript and to advise the Office of Admissions that he wishes credit. "Incompletes" earned in summer session must be completed in the next quarter of resident study.

The "SP" symbol is used in connection with courses, such as the master's thesis and certain modularized courses, which may be designed to extend beyond one academic term. The symbol indicates that work in progress has been evaluated as satisfactory to date but that the assignment of a precise grade must await the completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. Work is to be completed within a stipulated time period. This may not exceed one year except for graduate degree theses, for which the time may be up to two years but may not exceed the overall time limit for completion of all master's degree requirements. Any extension of time limit must receive prior authorization by the Academic Vice President.

The symbol "U" indicates that an enrolled student did not withdraw from the course but failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F."

"C", "NC" for undergraduate credit:

A student desiring to enroll in a course on an optional credit, no-credit basis must obtain from the Records Office the appropriate form, which requires the advisor's signature and, if a student is requesting permission to take more than one course in a single term on an optional credit, no-credit basis, the signature of the appropriate dean.

Students may change their enrollment to or from credit, no-credit grading only during the period in which they are allowed to add classes to their regular academic programs. A grade of "CR" is awarded for work of "C" or better; the grade "NC" is awarded for the grades "D" and "F".

Courses taken on an optional credit, no-credit basis may not be counted toward general education, major or minor concentration, or cognate requirements for graduation.

Credit, no-credit registration is also used for all students enrolled in courses numbered 0-99, not counting toward graduation, and in some special courses such as Music 423, Individual Instruction, where letter grades are not deemed appropriate.

Up to a maximum of 45 units of credit, no-credit course work completed at CSB may be counted toward a baccalaureate.

"C", "NC" for graduate credit:

A student enrolled in a one-year, 45-quarter-unit master's degree program may complete up to 10 quarter units of course work on a non-optional credit, no-credit basis. A student in the two-year, 90-quarter-unit master's degree program may complete no more than 15 quarter units of non-optional credit, no-credit course work.

For all graduate level courses, the grade "CR" is awarded for the grades "A" and "B" and the grade "NC" for the grades "C", "D", and "F".

AUDITORS

Admitted students may register in courses as auditors without credit with permission of the instructor, provided there is room. An auditor must pay the same registration fees as other students and may not change his registration to obtain credit after the last day to add a course. Likewise a student registered for credit may not change to audit status after the last day to add a class. An auditor is not permitted to take examinations in the course. An audited course is not posted on a student's permanent academic record unless, in the opinion of his instructor, he has attended a sufficient number of class meetings to receive the "AU" grade; otherwise, a "W" is recorded.

GRADE CHANGE POLICY

A change in letter grade can be approved by the department chairman *only* in the case of a declared clerical error. The definition of clerical error is an error made by the instructor or by his assistant in grade estimating or posting. Under no circumstances, except for completion of work when "I" was issued, may a grade change be made as the result of work completed or presented following the close of a grading period.

REPEAT COURSES

When any course is repeated at CSB, both grades are normally considered in computing grade point averages. However, successful completion of a course originally passed carries no additional unit credit toward a degree or credential.

ACADEMIC RENEWAL

In exceptional circumstances a student may be granted permission to have an unsatisfactory grade, earned in a subsequently repeated course, excluded in computing his grade point average required for graduation, or may be granted permission to have up to one year of undergraduate course work, taken at least five years earlier, disregarded from all considerations associated with requirements for the baccalaureate degree.

Any student interested in the possibility of utilizing this "academic renewal" policy should consult with the Office of the Registrar.

SCHOLARSHIP STANDARDS

A student's academic standing is determined by the quality of his performance and his progress toward his objective. Academic status is determined by a progress point scale based on the grade point computation for letter grades, set forth above at page 66, augmented by the assignment of two progress points per unit for the CR grade.

GOOD STANDING

Good standing indicates that a student is eligible to continue in attendance and is not under academic disqualification or disciplinary suspension from the College.

PROBATION

An undergraduate student is subject to academic probation if in any quarter he fails to earn twice as many progress points as units attempted during that quarter or his cumulative grade point average is less than 2.0, except that freshmen are exempt from this requirement in their first quarter of attendance. For graduate students, the minimum acceptable grade point average is 3.0.

A student may be placed on administrative-academic probation by the appropriate dean upon the recommendation of the student's advisor, for the following reasons:

1. Withdrawal from all or a substantial number of courses in two successive or any three quarters
2. Repeated failure to progress toward the stated degree objective or other program objective
3. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or defined group of students

A student on probation is eligible to continue his attendance at the College. A student may be removed from administrative-academic probation by the appropriate dean upon the

recommendation of his advisor.

ACADEMIC DISMISSAL

A student is subject to academic dismissal if:

1. He fails, following a quarter in which he is on probation, to earn twice as many progress points as all units attempted during that quarter or if his cumulative grade point average is less than 2.0 as an undergraduate or 3.0 as a graduate student
2. His grade points in any quarter, whether on probation or not, are less than 1.0, except that freshmen are exempt from this requirement in their first quarter of attendance
3. His cumulative grade point deficiency and overall educational record make it seem unlikely that the deficiency will be removed within a reasonable period

A student is subject to administrative-academic dismissal by the appropriate dean if:

1. The conditions for removal of administrative-academic probation are not met within the period specified
2. The student becomes subject to academic probation while on administrative-academic probation
3. The student becomes subject to administrative-academic probation for the same or similar reasons more than once

A student who is subject to academic or administrative dismissal may request through the appropriate dean waiver of his dismissal if there are extraordinary extenuating circumstances.

READMISSION OF DISQUALIFIED STUDENTS

Students dismissed for academic reasons will ordinarily be considered for readmission only when they have satisfied one of the following conditions:

1. If the student was in the lower division (completed fewer than 90 quarter units), took college work elsewhere, or in CSB summer session or extension and
 - a. brought his total college work completed to 90 or more quarter units with an overall grade point average of "C" or better, with recent work clearly indicating the student is capable of performing college work with above average achievement, or
 - b. earned college credits elsewhere, or in CSB summer session or extension, attaining at least a "B" average in not less than 15 quarter units
2. If the student was in the upper division (completed 90 quarter units or more), and
 - a. earned college credit elsewhere, or in CSB summer session or extension, attaining at least a "B" average in not less than 9 quarter units, or
 - b. remained absent from college for at least *one year*, during which time he should have sought to remedy the conditions that may have contributed to his scholastic difficulty
3. If the student was in post-baccalaureate or graduate status, and demonstrated to the satisfaction of the appropriate dean and the academic vice president that his dismissal should be terminated.

Students who have satisfied these conditions will be considered for readmission only after filing a regular application for re-entry and furnishing transcripts of all college work taken since disqualification. Readmission is not automatic. Each applicant is considered on an individual basis. Those students accepted for readmission will re-enter on academic probation.

Students dismissed for academic-administrative reasons who apply for readmission will have their applications considered by the dean of the school to which they are applying for readmission.

STUDENT CLASSIFICATIONS

CLASS LEVEL

Freshman	to 44½ quarter units
Sophomore	45 to 89½ quarter units
Junior	90 to 134½ quarter units
Senior	135 or more quarter units

Post-Baccalaureate....	Possesses acceptable baccalaureate or advanced degree; not admitted to a graduate degree curriculum
Graduate	Approved candidate for master's degree or admitted to a graduate degree curriculum

Quarter Unit: A quarter unit of credit normally represents no less than one hour of classwork and two or more hours of outside study per week for one quarter. One and one-half ($1\frac{1}{2}$) quarter units are equivalent to one (1) semester unit of credit. One quarter unit is equivalent to $\frac{2}{3}$ semester unit of credit.

ADMISSION STATUS

Pre-Baccalaureate/General

Final	Met all admission requirements
Probational	Admitted with scholastic deficiency
Conditional	Permitted to register pending official verification of final admission status
Extension	Permitted to register for extension course work only (See Note, p. 65)
Summer	Permitted to register for summer session course work only

Post-Baccalaureate

Unclassified	Holds an acceptable baccalaureate degree or has completed equivalent academic preparation, or admitted by "Special Action"
Classified	Admitted for the purpose of enrolling in a particular post-baccalaureate credential or certificate program, subject to prerequisites

Graduate

Conditional	Admitted to an authorized graduate degree curriculum, but has deficiencies in prerequisite preparation which must be removed
Classified	Admitted to an authorized graduate degree curriculum and has met all conditions of classification

REGISTRATION STATUS

Continuing	Student enrolled in regular programs in last quarter, or a student resuming studies after an absence of no more than two consecutive quarters.
Former.....	Returning student who has not registered in three previous consecutive terms
New	Student who is registering in a regular term for the first time

Full-Time:

1. For fee purposes, students registering for more than 6 quarter units of credit
2. For certification under the Veterans' Readjustment Benefits Act of 1966 (Public Law 89-358), undergraduate students registering for 12 quarter units or more of credit
3. For all other purposes, undergraduate students registering for 12 quarter units or more of credit

Part-Time: Students registering for less than 12 quarter units of credit, except as noted above.

INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The College expects that both faculty and students will honor these principles and in so doing protect the validity of College grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Plagiarism, the practice of taking ideas and writings from another and offering them as

one's own, is a form of cheating and is unacceptable. It may consist of handing in someone else's work, copying a composition, using ideas, paragraphs, sentences, or phrases written by another or using ideas, data, and statistics compiled by another. This includes rearrangement of phrases from the original into a new pattern. When using ideas, interpretations, or material written or compiled by another, acknowledgement of indebtedness to the original author or source must be made by the use of quotation marks, footnotes or similar references.

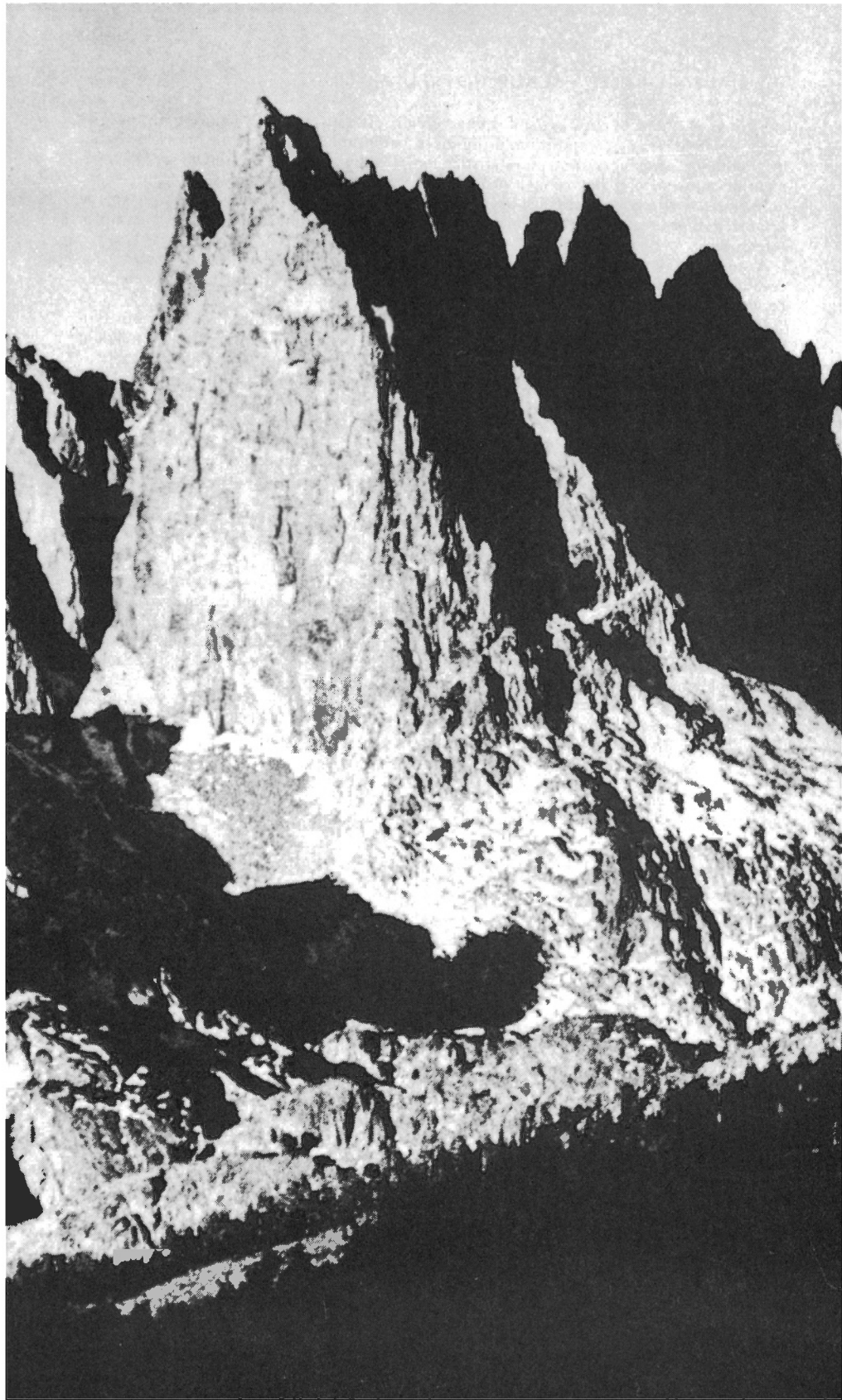
A student may not submit a paper (or two papers which are substantially the same) for credit in two different courses unless a prior agreement to accept such work has been made between the instructors involved.

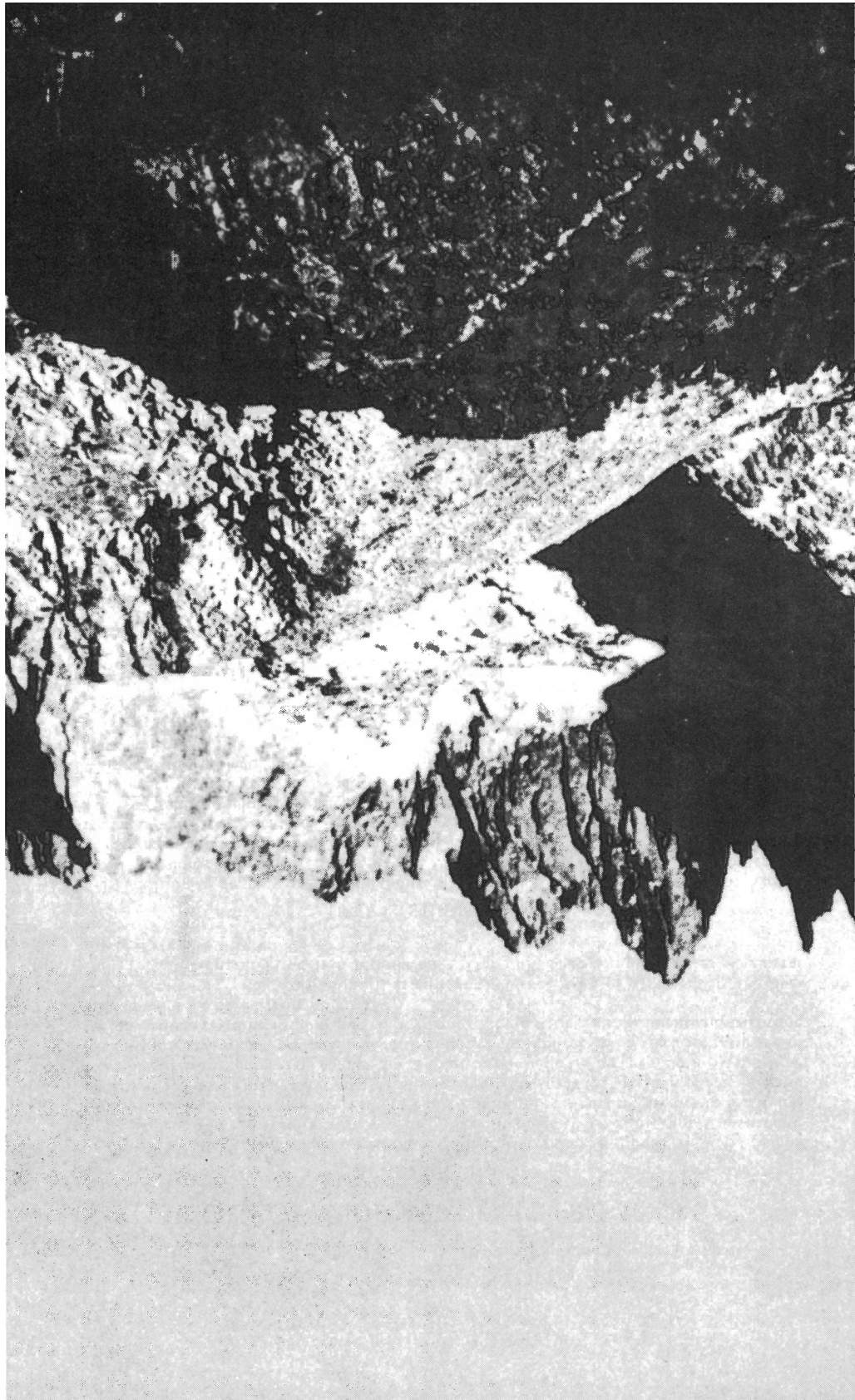
If any instance of academic dishonesty is discovered by an instructor, it is his responsibility to give a failing grade to the student for the course. In every case, the instructor should notify in writing the Dean of Students and the dean of the school in which the student is enrolled of the circumstances of the case. In all cases of academic dishonesty, the first offense will result in the student's receiving an "F" in the course and the second offense will result in the termination of the student's enrollment at the College.

A student may appeal any sanction employed by the instructor and the College based upon an allegation of academic dishonesty by initiating grievance procedures within no more than fifteen (15) school days (academic year) after notification of the grade is mailed or personally given to the student. Procedures are available in the office of the Dean of Students.

NONDISCRIMINATION ON THE BASIS OF SEX

The California State University and Colleges does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by California State College, Bakersfield. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSB may be referred to the Dean for Administration, the campus officer assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office of Civil Rights, Region 9, 760 Market Street, Room 700, San Francisco 94102.





COLLEGE-WIDE ACADEMIC PROGRAMS

ACADEMIC VILLAGE

The Academic Village at California State College, Bakersfield is unique in the California State College and University System. The Village includes all lower division students and offers special opportunities for resident and commuting students to interact in the living area. The residence area was increased in size to provide space for this interaction. Specific examples are the study carrel rooms, the swimming pool, and the locker rooms. All full-time lower division students are assessed a five dollar commuter fee. These fees are returned to the dormitory revenue fund as partial payment of these structures. Resident and part-time students are excepted from this fee.

The Academic Village offers multi-disciplinary courses, some of which satisfy the five-unit Village General Education requirement. One-unit, special topic courses of general interest are also offered.

LIBERAL STUDIES MAJOR

In addition to degrees in individual disciplines, the College offers a Bachelor of Arts in Liberal Studies. This degree is designed to provide students with an opportunity for inter-area or interdisciplinary concentration of their undergraduate programs. The degree requires work in four areas: natural sciences and mathematics, humanities, behavioral sciences, and English. The range in requirements for each area permits the student to obtain an education specifically designed to his needs. The Liberal Studies degree also provides waiver of the subject matter examination required for licensing for multiple subjects instruction in the public schools.

This program is administered through the office of the Academic Village provost.

REQUIREMENTS FOR THE MAJOR

A. Breadth requirements: *

1. 27 to 36 quarter hours in natural sciences and mathematics. This is to be satisfied by at least one college-level course in mathematics and courses from at least two areas in science, including Physical Science 101 or Life Science 102 or Environmental Science 103 (this requirement may be waived for transfer students). An additional course in mathematics, Math 320, is required of students pursuing a teaching credential. Note: Health Science or Nursing courses are not applicable.
2. 27 to 36 quarter hours in behavioral sciences, including at least three introductory courses, chosen from Economics, Political Science, Sociology/Anthropology, Psychology, or History, plus two additional upper division behavioral science courses.
3. 27 to 36 quarter hours in humanities, including courses from at least three areas such as Religious Studies, Philosophy, and Fine Arts. Work in Foreign Languages is recommended.
4. 27 to 36 quarter hours in English. Student must include course work which develops competency in composition, speech, literature, and grammar.
5. Additional upper division courses as necessary to bring breadth requirements to a total of 126 quarter hours

B. Upper division concentration requirements: minimum of two upper division courses in an area, plus a senior seminar in that same area, for a total of 15 or 16 quarter hours

C. Elective: 44 or 45 quarter hours in electives of which at least 39 must be in teacher preparation courses for those pursuing a teaching credential

D. Additional courses will be required to bring the overall total to the 186 quarter hours required for graduation.

* Students must at the same time meet the General Education requirements of the College.

VILLAGE COURSES

The following courses are offered outside the framework of the schools and departments into which the remainder of the College's academic work is divided.

NOTE: All courses not otherwise designated carry five quarter units of credit.

Honors 101. Freshman Honors Seminar (1)

An interdisciplinary seminar offered on various topics. For the well qualified and highly motivated student seeking the maximum challenge in his college education. Prerequisite: invitation by the Academic Village provost. Offered only on a credit, no-credit basis.

Village 104. Human Sexuality

The course looks at the development of the physical bases and changes in sexuality and sexual behavior at various ages, examining the psychological variables and the societal views, attitudes, problems, and dilemmas which influence this development. Fulfills the Village General Education requirement. Students in the Village are given enrollment preference.

Village 110. Explorations in the American Experience with Policy Change (10-15)

A modularized, self-paced, composite (interdisciplinary) course which examines the United States political experience. The course is organized into ten modules which include frequent seminars and discussions, occasional lectures, and extensive use of media. A student must complete seven modules in one quarter to obtain ten units of credit. More modules are available for additional credit up to a maximum of fifteen units. The course partially fulfills General Education requirements in Behavioral Science and Humanities and, for reason of content equivalency, precludes students from obtaining credit for either Political Science 101 or History 232. The course also satisfies the American Institutions requirement. Students in the Village are given enrollment preference.

Village 111. Communications, Language, and Mind (10)

A modularized composite (interdisciplinary) course which examines types and means of communication: verbal, mental and physical. The course is two quarters long and includes frequent seminars and discussions, occasional lectures, self-pacing techniques, and extensive use of media. Students must register for five units in two successive quarters to obtain ten units of credit. The course fulfills a portion of the General Education requirements in Behavioral Science and satisfies the written composition and speech portion of the Basic Subjects requirement. For reasons of content equivalencies, completion of this course precludes students from obtaining credit for either English 100 or Psychology 100. Students in the Village are given enrollment preference. Offered on a credit, no-credit basis only.

Village 116. Perspectives in Mathematics

This is a Mathematics 100 course offered in a Village setting to take advantage of the non-traditional format characteristic of Village courses. This is an introduction to the mathematical mode of reasoning and approaching problems; specific content varies according to the interests of the teacher and students. This course satisfies the science "100" General Education requirement in Natural Science and Mathematics. A level 2 placement test score is a prerequisite. Students in the Village are given enrollment preference.

Village 117. Perspectives: Literature and Science (10)

A course which focuses on the relationship of science and culture by comparing historical perspectives of natural phenomena with current interpretations of those phenomena. Topics such as the nature of time are studied from various points of view as they appear in or affect the literature of a particular period and as they appear in past and present physical models of pertinent phenomena. The basic forms used in literature and laboratory methodology in physics provide the framework for analysis. The course fulfills a portion of the General Education Humanities (101 course) and a Natural Science and Mathematics (100 course) requirement. For reasons of equivalencies, completion of this course precludes students from enrolling in English 101 or Physics 100. Students in the Village are given preference in enrollment.

Village 150. Lecture Series (1)

Lectures and discussion on varied topics. One lecture, one discussion per week. May be repeated. Offered on a credit, no-credit basis only.

Village 2xx. Multi-Disciplinary Topics

These five-unit courses are designed to meet the Village General Education requirement. Students in the Village are given enrollment preference.

Various topics are available from year to year. Topics offered in 1976-77 include the following:

Chaos to Order
Highlights of the Renaissance
Consumerism

Cosmology Through Astronomy
(Cosmonomy)
The Ambidextrous Universe
Through the Looking Glass: Lives in Historical, Literary, and Psychological Perspective

Village 205. Perspectives on Women in Society

An interdisciplinary analysis of women which is intended to promote an increased self-awareness of sexual identity through a fuller understanding of the multi-dimensional nature of women and the socialization of men and women. Topics include women in art, music, law, literature, psychology, sociology, religion, and various other areas of interest. Students of both sexes are welcome to participate. This course satisfies the Village General Education requirement. Students in the Village are given enrollment preference.

Village 277. Special Topics: "Bulletin Board" Courses (1)

Courses intended to provide students with an opportunity to examine areas of special interest, and/or to allow investigation of topics not ordinarily covered in other courses. Topics may be proposed by students as well as faculty. May be repeated for different offerings. Special Topics does not satisfy any General Education requirements. Students in the Village are given enrollment preference. Offered on a credit, no-credit basis only.

Several courses on various topics are offered each quarter. Topics offered in 1976-77 include the following:

Political Cartoons
Belly Dancing
Chicano Fiction
Dye Pot
Batik
Alchemy
Electronic Music
Ballet
Cinco de Mayo
Parenthood
Computer Games
Psychology of Creativity
Personal Self-Defense
Elementary Cantonese
Atheism: The Pros and Cons
Hatha Yoga
Recreational Guitar

Beginning Russian Language
Games Theory: Bridge I and II
Opera: More Than Music
Explorations in Community I and II
Beginning Ethnic Folk Dances and Folklore
College Survival: A Seminar for Re-Entry
Introduction to War Gaming
Assertiveness Training for Women
Games Theory: Go
American Popular Music
Communication in Human Relationships
Words: What They're Made Of, What They Mean
The Psychology of Gambling
The Concept and Practice of Tolerance
The Search for Meaning in Modern Life
Media: Forces in our Society

INTER-SCHOOL COURSES

For a variety of reasons, some courses in the College are offered on an inter-school basis. For 1977-78 the following indicated courses are so designated. Each may carry credit in more than one academic area, as described below.

IN ST 150.000. Modern Dance

May carry credit in Fine Arts or Physical Education. See departmental listings for course description.

IN ST 150.023. Mexican Folk Dance (1)

May carry credit in Fine Arts or Physical Education. See departmental listings for course description.

IN ST 311. Psychology of Religion

May carry credit in Psychology or Religious Studies. See departmental listings for course description.

IN ST 313. Sociology of Religion

May carry credit in Religious Studies or Sociology. See departmental listings for course description.

IN ST 319. Primitive Religions

May carry credit in Anthropology or Religious Studies. See departmental listings for course description.

IN ST 333. Political Philosophy and Thought

May carry credit in Philosophy or Political Science. See departmental listings for course description.

IN ST 353. Philosophy of Science

May carry credit in Natural Science or Philosophy. See Philosophy listing for course description.

IN ST 354. Concepts of Political Geography

May carry credit in Earth Sciences or Political Science. See departmental listings for course description.

IN ST 373. Business in American Life

May carry credit in Business and Public Administration or History. See departmental listings for course description.

IN ST 375. Administrative Processes in Government

May carry credit in Business and Public Administration or Political Science. See departmental listings for course description.

IN ST 377. Special Topics

Usable toward concentrations in more than one school.

IN ST 415. Infant Stimulation and Development

May carry credit in Education or Nursing. See departmental listings for course description.

IN ST 420. Demography

May carry credit in Health Sciences or Sociology. See departmental listings for course description.

IN ST 471. Aspects of the Relationship Between History and Behavioral Sciences.

May carry credit in Behavioral Sciences or History. See departmental listings for course description.

IN ST 472. History of Scientific Thought

May carry credit in History or Natural Sciences. See departmental listings for course description.

IN ST 475. Problems in Public Administration

May carry credit in Business and Public Administration or Political Science. See departmental listings for course description.

IN ST 477. Special Topics

Usable toward concentrations in more than one school.

IN ST 661. Managerial Economics

Carries credit either in Business and Public Administration or Economics. See departmental listings for course descriptions.

IS 292. International Study, Lower Division (5-15)**IS 492. International Study, Upper Division (5-15)****IS 692. International Study, Graduate Level (5-15)****INTERDISCIPLINARY PROGRAMS**

In addition to programs in individual disciplines which culminate in departmental majors and minors, the College plan provides for programs in interdisciplinary fields. These take the form of interdisciplinary minors, concentrations, and certificate programs as well as the major in Criminal Justice, which is administered within the Department of Sociology.

INTERDISCIPLINARY MINORS

Interdisciplinary minors, like minors in individual departments, consist of a minimum of four appropriate courses. A student should plan his program in the awareness that a substantial number of courses in addition to those officially listed as counting toward the minor will contribute significantly to the comprehensiveness of his academic concentration. A student minoring in Black Studies or Latin-American Studies must distribute his courses across at least three departments.

The work in each interdisciplinary minor is supervised by a faculty committee headed by a chair. A student planning an interdisciplinary minor should select the courses to constitute that minor in consultation with the chair of the appropriate committee as well as with the major department.

Courses from the offerings of the College that may be used toward each interdisciplinary minor are set forth below. Other courses, including Special Topics offerings, may also be approved by special arrangement.

BLACK STUDIES MINOR

- ✓ Anthropology 351. Peoples of Africa
- ✗ Anthropology 355. Afro-American Anthropology
- ✓ Behavioral Science 327. Race and Ethnic Relations
- ✓ Behavioral Science 351. Social Psychology of the Ghetto/Barrio
- ✓ Economics 344. Economics of Poverty
- ✓ Education 588. Education of the Socially Disadvantaged
- ✓ English 383. Survey of Black Literature
- ✓ History 437. The Afro-Creole Caribbean
- ✓ History 465. History of Black America to 1865
- ✗ History 466. History of Black America Since 1865
- ✓ Music 381. Afro-American Music
- ✗ Sociology 328. Organization of Ethnic Groups
- ✓ Sociology 440. Social Stratification and Class

CHICANO STUDIES MINOR***Required courses***

History 365, The Chicano Experience to 1846, or History 366, The Chicano Experience Since 1846

Sociology 333, Mexican Americans in Contemporary Society

Spanish 425, Chicano Literature, or Spanish 399, The Mexican American and Education Today
(in consultation with advisor)

Optional Courses (select one additional course from Group I or Group II)**Group I:**

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

History 344. Ancient Mexico

History 345. Colonial Mexico

History 346. Modern Mexico

History 367. Oral History and the Chicano in the San Joaquin Valley

Sociology 328. Organization of Ethnic Groups

Spanish 420. Barrio Spanish

Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican Americans

Spanish 495. Workshop in Chicano Literature

Group II:

Anthropology 316. Prehistory of Meso-America

Anthropology 353. Peoples of Mexico

Art 388. The Art of Central and South America and Its Influence in the United States

Behavioral Science 327. Race and Ethnic Relations

Earth Science 351. Concepts of Human Geography

Earth Science 353. Concepts of Urban Geography

Economics 344. Economics of Poverty

Spanish 416. Contemporary Hispanic-American Poetry

Spanish 418. The Contemporary Mexican Novel

ASIAN STUDIES MINOR

Art 389. Oriental Art

Behavioral Science 307. Developing Political Systems

Earth Sciences 352. Spatial Geography

Political Science 308. Government and Politics in China

Religious Studies 221. Eastern Religions

Religious Studies 343. Eastern Philosophy

Philosophy/Religious Studies 345. The Religions of India: From Buddha to Mantra

Religious Studies 348. The Religions of China and Japan: From Confucianism to Zen

LATIN-AMERICAN STUDIES MINOR

Anthropology 316. Prehistory of Meso-America

Anthropology 353. Peoples of Mexico

Anthropology 357. South American Indians

Behavioral Science 307. Developing Political Systems

Earth Sciences 352. Spatial Geography

Economics 314. Theory of Economic Development

History 340. Reform and Revolution in Latin America

History 344. Ancient Mexico

History 345. Colonial Mexico

History 346. Modern Mexico

History 435. The Latin American Mind

History 436. Inter-American Relations

History 437. The Afro-Creole Caribbean

Spanish 303. Introduction to Hispanic-American Literature

Spanish 320. Culture and Civilization of Latin America

Spanish 416. Contemporary Hispanic-American Poetry

Spanish 418. The Contemporary Mexican Novel

Spanish 419. The Contemporary Hispanic-American Novel

Spanish 420. Barrio Spanish

Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican Americans

WOMEN'S STUDIES MINOR

Required course

Village 205. Perspectives on Women in Society

Optional courses (select three of the following courses)

Anthropology 338. Anthropology of Women

English 373. Women in Literature

Fine Arts 401.002 Contemporary Women in the Fine Arts

History 462. Ascent of Woman

History 463. The Family in History

Humanities 395. Women in European Literature

Philosophy/Religious Studies 395. Human Liberation

Physical Education 430. Women in Sport

Psychology 421. Psychology of Women

Sociology 362. Sex-Role Socialization

Sociology 364. Family and Society

Sociology 365. Sex Roles and Society

Sociology 464. Family and Stress

INTERDEPARTMENTAL CONCENTRATIONS

CONCENTRATION IN CHICANO STUDIES

The interdisciplinary concentration in Chicano Studies is a more inclusive alternative to the Chicano Studies Minor and provides an opportunity for students to develop an awareness of concepts and theories pertaining specifically to the contemporary Chicano, as well as the educational, historical, and sociological foundations of Chicano life today. It is designed to benefit students working toward careers or activities in business, education, corrections, social work, or other areas where service to the Chicano community may be an integral part of the job. When the baccalaureate degree is conferred, the diploma includes the information that the Concentration in Chicano Studies has been successfully completed.

Individuals who already have a baccalaureate or higher degree may obtain a *Certificate in Chicano Studies* by successful completion of the concentration requirements alone. At least 25 of the required 45 quarter units must be earned while in residence at California State College, Bakersfield. Students may petition the Chicano Studies Committee to have credits previously earned accepted in replacement of equivalent courses approved for the concentration.

The concentration is administered through the School of Humanities.

Requirements:

The satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor and/or the Chicano Studies Committee chairperson. No more than four courses may be selected from the same department.

- A. Three of the nine courses will be those listed on page 79 as required courses for the Chicano Studies Minor.
- B. Six optional courses chosen from those listed on page 79 for the Chicano Studies Minor: four to be chosen from Group I and two from Group II.

CONCENTRATION IN CRIME, LAW AND SOCIETY

The interdisciplinary concentration in Crime, Law and Society is designed to provide conceptual, theoretical, and empirical preparation for professionals and pre-professionals intending to pursue careers in corrections, criminology, probation and parole, police work, administration and other careers in the criminal justice system. This concentration is an alternative to the B.A. in Criminal Justice, which is described on page 132. When the baccalaureate degree is conferred, the diploma includes the information that the Concentration in Crime, Law and Society has been successfully completed.

The concentration is administered by an interdisciplinary committee through the School of Behavioral and Social Sciences in conjunction with the School of Business and Public Administration and the School of Humanities.

Requirements:

- A. The satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor, secured through the Dean of the School of Behavioral and Social Sciences. No more than three courses approved for the concentration may be selected from the same department.
Courses applicable to the concentration may be selected from the following:
 - BPA 471. Administration of the Criminal Justice System
 - BPA 472. Administrative Law
 - BPA 475. Policy and Planning in the Criminal Justice System
 - History 458. Law, Order and Violence in the American Past
 - History 459. Crime in America
 - Philosophy 334. Law and Morality: Rights and Responsibilities
 - Philosophy 335. Philosophy of Law
 - Criminal Justice 371. Theoretical Perspectives in Criminal Justice
 - Economics 435. Economics of Crime
 - Political Science 314. Judicial Politics
 - Political Science 315. Civil Liberties
 - Psychology 315. Abnormal Psychology
 - Psychology 444. Psychology of Aggression

- Sociology 324. Sociology of Deviance
- Sociology 325. Sociology of Crime
- Sociology 326. Juvenile Delinquency
- Sociology 329. Police and Society
- Sociology 354. Forms of Deviant Behavior
- Sociology 376. Police Processes and Systems
- Sociology 378. Court Processes and Systems
- Sociology 426. Sociology of Corrections
- Sociology 450. Social Organization of Probation and Parole
- Sociology 465. Sociology of Law
- B. Completion of an acceptable major. Courses approved for the concentration may, when appropriate and after consultation with the student's advisor, be counted toward requirements for the major.
- C. The satisfactory completion of the requirements for the concentration fulfills the augmentation, minor, or special concentration requirement for the Bachelor of Arts degree. When a conventional minor is pursued, courses approved for the concentration may, when appropriate, be counted toward completion of requirements for this minor.

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Departments of Biology, Economics, and Physics/Earth Sciences offer a degree concentration in Environmental Studies which integrates classroom studies and practical problem-solving, with major emphasis on responsible decision-making on environmental matters. A major concern throughout the program is the development of an awareness of the importance of a deliberate, systematic approach to the study of environmental problems as they relate to the balance between nature and man. This coordinated program of study provides a broad-based understanding of the demands of dynamic society and the finite limits of the environment to sustain life.

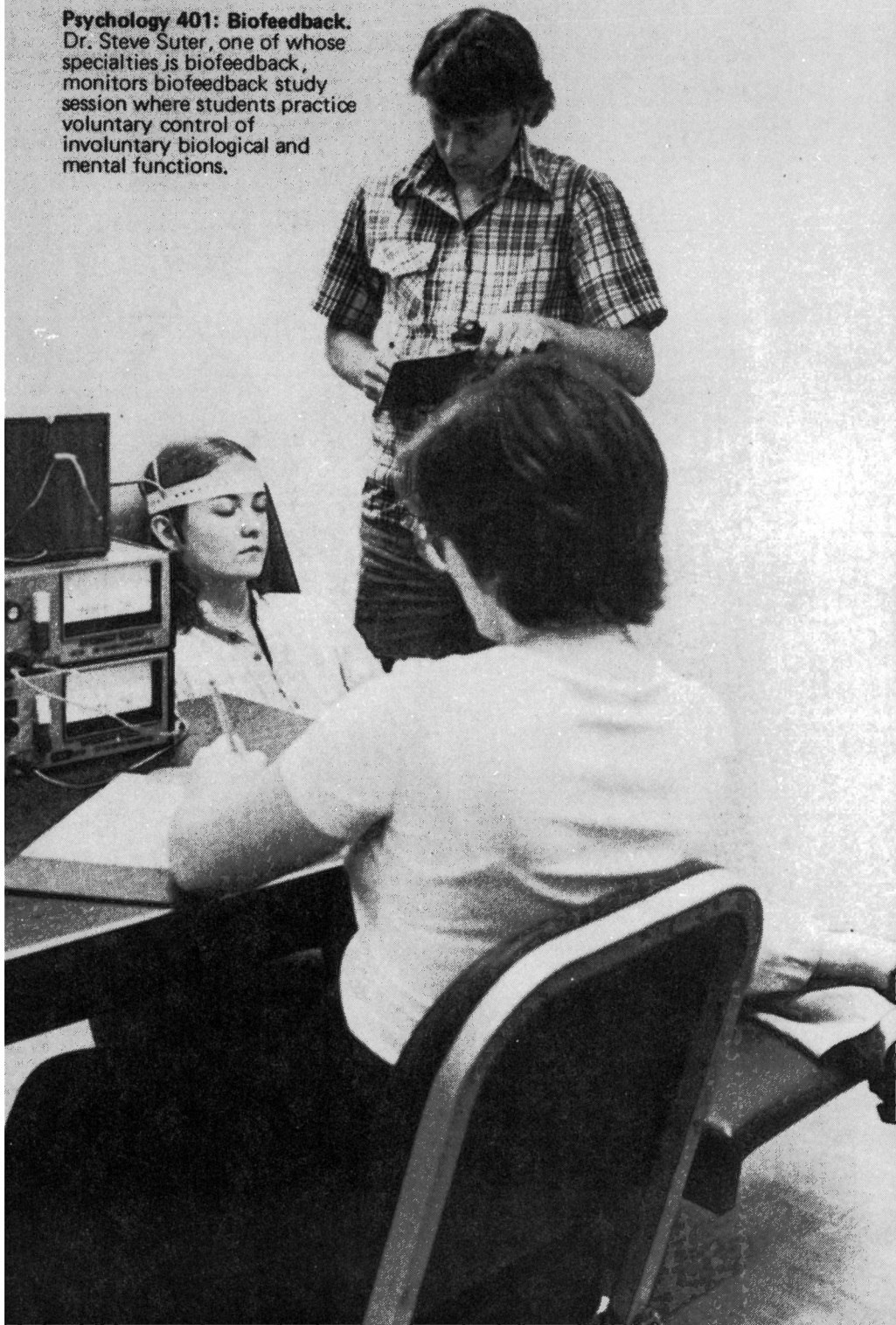
The student has the option to major in any one of three disciplines: Biology (B.S.), Economics (B.A.), or Earth Sciences (B.S.).

The requirements for the Environmental Studies Concentration with the B.S. in Biology, for example, are:

- Major: Biol. 201, 202, 203, 306, 311 or 321, 401, 403, 490, 495, and two courses from Biol. 311, 321 or 322, 402
- Earth Sci. 403
- Cognates: Chem. 201
- Earth Sci. 201, 202, 203, 211
- Math. 210
- Econ. 100, 301, 320, 443



Psychology 401: Biofeedback.
Dr. Steve Suter, one of whose specialties is biofeedback, monitors biofeedback study session where students practice voluntary control of involuntary biological and mental functions.



SCHOOL OF BEHAVIORAL AND SOCIAL SCIENCES

The five disciplines of Anthropology, Economics, Political Science, Psychology, and Sociology are contained within the School of Behavioral and Social Sciences. The School also administers an interdisciplinary major in Criminal Justice, a Master of Arts in Behavioral Sciences and a Master of Science in Psychology. In all areas, the central focus tends to be on man in the context of his various social environments rather than upon his institutions alone.

This School is committed to the broadest possible sound education, and an undergraduate who elects to do much of his work in this School will find that the programs available are designed to permit a large amount of flexibility in the specific direction of his individual course of study.

The School recognizes that many of the questions leading toward knowledge that may help to solve critical social problems are not confined neatly by the boundaries of conventional academic disciplines. Thus, students may find that many of their courses deal with the concerns of more than one discipline, and indeed some of their courses will be listed in two or more departments. Many of the courses do not require particular, substantive, course prerequisites, since advanced courses in the behavioral and social sciences often require general conceptual familiarity and analytic ability rather than direct, specific, cumulative knowledge. It should be possible for mature, superior students in other fields, as they develop analytic abilities, to take advantage of certain more advanced work within the School.

In addition to an interdisciplinary focus, the School also recognizes two other aspects of modern social science. One of these involves systematic empirical observation and quantitative analysis, with substantial use of electronic computers. The other reflects a growing concern and awareness of the great social problems of our age.

Accordingly, students who major in the subject matter of this School will ordinarily be expected or encouraged to demonstrate some competency in certain basic skills of the contemporary world: statistics, computer techniques and, in some circumstances, foreign language. They will also find that, in a majority of their courses, they will be involved in original research concerned with real people and real problem areas.

Finally, many courses in this School will provide the opportunity for systematic examination of policy decisions by a variety of societal institutions along with opportunity for similar examination of a student's own attitudes and values.

In keeping with the desire of this School to keep its program as current and relevant as possible throughout its development, the faculty will regularly be proposing alterations, additions, and deletions. Suggestions from students will be welcomed.

GENERAL EDUCATION

Students must take three five-quarter-unit lower division courses drawn from at least two departments in the school in order to fulfill the General Education requirements. These may be chosen from any of the regular listings of the Departments of Economics, Political Science, Psychology and Sociology/Anthropology, providing the appropriate prerequisites for the specific courses are satisfied. Courses used to satisfy General Education requirements may not be used for the major concentration.

GENERAL REQUIREMENTS FOR A MAJOR

General requirements for a Bachelor of Arts degree within the School of Behavioral and Social Sciences include:

1. A major of at least nine courses acceptable to the major department, including at least seven at the upper division level.
2. The satisfactory completion of one of the three options listed below:
 - a. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline

- b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
 - c. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, Crime, Law, and Society, and Environmental Studies.
3. College level competency in statistics. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.

MASTER OF ARTS IN BEHAVIORAL SCIENCES

The School of Behavioral and Social Sciences offers a program leading to the Master of Arts in Behavioral Sciences. This program is interdisciplinary; students may emphasize any one or several of the constituent disciplines of the School.

Admission to the Program

A prospective student seeking a Master of Arts in Behavioral Sciences must apply to the office of Admissions and Records for general admission to the College and must also make separate formal application for admission to the program to the Graduate Committee, School of Behavioral and Social Sciences. (Admission as a post-baccalaureate student by the College does not constitute acceptance in the M.A. program.) Students are admitted to the program in either Provisional or Classified status.

Provisional Status

For admission to the M.A. program in Provisional status, the following are required:

- (1) Completion of the baccalaureate degree
- (2) A GPA in undergraduate work of 2.5 overall and 3.0 in the major
or
1000 as a total score on the mathematics and verbal Graduate Record Examinations, with no less than 450 on either test.

Under exceptional circumstances when these criteria are not met, admission to Provisional status may also be achieved by petition (along with the formal application) to the Graduate Committee of the School of Behavioral and Social Sciences.

Students who enter in Provisional status are now required to pass a qualifying examination before being advanced to Classified status (normally, after 15 quarter units of study in the program).

Classified Status

For admission to the M.A. program in Classified status, the following are required:

- (1) Completion of the baccalaureate degree
- (2) A GPA in undergraduate work of 3.0 overall and 3.0 in the major *and*
- (3) A total score of 1000 on the mathematics and verbal Graduate Record Examinations with no less than 450 on either test.

For the first fifteen quarter units of study, students in the program are advised by the Chair of the Graduate Committee, School of Behavioral and Social Sciences. During subsequent quarters students are to be advised by a faculty member of that school. This faculty member is selected by the student. (The Chair of the Graduate Committee may assist in this selection.)

Program Options

Two options are available for students in the Master of Arts program in Behavioral Sciences. The General Option is designed for social science teachers at all levels and for students who wish an advanced background in the behavioral sciences in anticipation of future professional training or graduate study. The Human Services option is designed primarily for students interested in the service professions. The required courses for each option are:

OPTION I

Social Science Teaching

- (1) Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

- (2) Behavioral Science 501. Philosophy and Methodology of Social Sciences
- (3) Anthropology 600, Economics 600, Political Science 600, Psychology 600 or Sociology 600 (one of these). Students who elect a thesis may petition to have this requirement waived.
- (4) Thirty units of electives selected from 400, 500 and/or 600 level Behavioral Science course offerings in conjunction with the advisor. One of these should be either Behavioral Science 521.900, 522.900, 523.900, 524.900, 525.900.

OPTION II

Human Services

- (1) Behavioral Science 500. Quantitative Methods in the Behavioral Sciences
- (2) Behavioral Science 501. Philosophy and Methodology of Social Sciences
- (3) Behavioral Science 512. Advanced Social Psychology
- (4) Behavioral Science 540. Social Organization
- (5) Twenty-five units of electives selected from 400, 500 and/or 600 level Behavioral Science course offerings in conjunction with the advisor.

Graduation Requirements

For graduation, students must complete an approved program of 45 quarter units, half of which are at the 500 level or above and 36 of which must be earned in residence. All work for the graduate degree must be completed with a GPA of 3.0 or better.

Students must also satisfactorily complete either a comprehensive examination or a thesis at the end of the final quarter of graduate study.

INTER-DEPARTMENTAL COURSES IN BEHAVIORAL AND SOCIAL SCIENCES

For a variety of reasons, some courses in the behavioral and social sciences may from time to time be offered on an inter-departmental basis rather than within a particular discipline. For 1977-78, the following courses are so designated, and each may carry credit in one of the indicated departments:

Undergraduate

Behavioral Science 101. Perspectives in Anthropology and Sociology

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 200. Elementary Analysis of Data

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 277. Special Topics

Usable toward concentrations in more than one department.

Behavioral Science 300. Introduction to Research Methods

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 302. Analysis of Survey Data

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 303. Participant Observation: Research Methods in the Study of Everyday Social Relations

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 307. Developing Political Systems

Carries credit in either Anthropology or Political Science. See departmental listings for course description.

Behavioral Science 311. Small Group Dynamics

Carries credit in Political Science, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 312. Social Psychology

Carries credit in either Psychology or Sociology. See departmental listings for course description.

Behavioral Science 317. Socialization

Carries credit in either Psychology or Sociology. See departmental listings for course description.

Behavioral Science 318. Culture and Personality

Carries credit in Anthropology, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 321. Community Politics

Carries credit in either Political Science or Sociology. See departmental listings for course description.

Behavioral Science 322. Introduction to Public Choice

Carries credit in either Economics or Political Science. See departmental listings for course description.

Behavioral Science 327. Race and Ethnic Relations

Carries credit in either Anthropology or Sociology. See departmental listings for course descriptions.

Behavioral Science 330. Political Psychology

Carries credit in either Political Science or Psychology. See departmental listings for course description.

Behavioral Science 331. Political Sociology

Carries credit in Anthropology, Political Science or Sociology. See departmental listings for course description.

Behavioral Science 332. Political Anthropology

Carries credit in either Anthropology or Political Science. See departmental listings for course description.

Behavioral Science 335. Cross-Cultural Perspectives of Family and Kin

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 340. Psycholinguistics

Carries credit in Anthropology, Psychology, or Sociology. See departmental listings for course description.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Carries credit in Anthropology, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 377. Special Topics

Usable toward concentrations in more than one department.

Behavioral Science 382. The Aged: Living and Dying

Carries credit in Anthropology, Psychology, or Sociology. See departmental listings for course description.

Behavioral Science 400. Data Processing in the Behavioral Sciences

Carries credit in Anthropology, Economics, Political Science, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 471. Colonialism and Culture Change

Carries credit in either anthropology or political science. See departmental listings for course description.

Behavioral Science 477. Special Topics

Usable toward concentrations in more than one department.

Experiential Learning

Credit for prior work experience is available in all departments of the School:

— 289. 1–5 units of lower division credit

— 489. 1–5 units of upper division credit

Interested students should contact the Office of the School Dean.

Graduate**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

Carries credit in Anthropology, Economics, Political Science, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 501. Philosophy and Methodology of Social Sciences

Carries credit in Anthropology, Economics, Political Science, or Sociology. See departmental listings for course description.

Behavioral Science 512. Advanced Social Psychology

Carries credit in either Psychology or Sociology. See departmental listings for course description.

Behavioral Science 521.900. Anthropology for Teachers (1–3)

Carries credit in Anthropology. See departmental listing for course description.

Behavioral Science 522.900. Economics for Teachers (1–3)

Carries credit in Economics. See departmental listing for course description.

Behavioral Science 523.900. Political Science for Teachers (1–3)

Carries credit in Political Science. See departmental listing for course description.

Behavioral Science 524.900. Psychology for Teachers (1–3)

Carries credit in Psychology. See departmental listing for course description.

Behavioral Science 525.900. Sociology for Teachers (1–3)

Carries credit in Sociology. See departmental listing for course description.

Behavioral Science 540. Social Organization

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 572. Proseminar for Marriage and Family Relations

Carries credit in either Psychology or Sociology. See departmental listings for course description.

Behavioral Science 577. Special Topics

Usable toward concentrations in more than one department.

Behavioral Science 695. Master's Thesis in Behavioral Science (5–9)

ECONOMICS DEPARTMENT

The study of economics leads to an understanding of contemporary social and business problems. Many of the courses will involve students in original research and will assume, at the very least, minimal quantitative skills. Most of the courses will relate economic principles, policies, and theory to other disciplines. Several courses in mathematics are strongly recommended for majors, particularly for those planning graduate work in economics, other behavioral sciences, or such fields as business administration and industrial engineering.

A major in the field provides an excellent foundation for students entering business, law, public or governmental service, social work and teaching. Students who wish to enter teaching or pure research should elect the option of taking two basic courses in Essentials of Economic Theory. Those who wish to enter an applied field in business or government or who wish to prepare for a career as an operations analyst should elect an option including courses that emphasize techniques in operations research.

An Environmental Studies concentration is also offered through the department in conjunction with Biology and Earth Sciences. See page 82 for details.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate familiarity with basic tools underlying modern economics including competency in statistics, and satisfactorily complete at least nine courses in economics of which at least seven must be at the upper division level. Upon declaring their major, students should plan their specific programs of study in consultation with their advisor. Required courses for the Bachelor of Arts degree in Economics are:

- A. One introductory course in economics. (Students meeting this requirement at CSB should select from Economics 100, 101, or 102.)
- B. One college-level course in statistics, approved by the department. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
- C. Economics 300. Introduction to Quantitative Methods in Economics (may be waived for students who have had sufficient background in mathematics)
- D. Economics 301. Advanced Value and Distribution Theory
- E. Economics 302. Advanced National Income Theory
- F. Economics 361. Managerial Economics
- G. One course that emphasizes aspects of the United States national economic system. Select from:
 - Economics 425 (formerly Economics 325). Money, Banking and the Economy
 - Economics 430 (formerly Economics 330). Industrial Organization
 - Economics 440 (formerly Economics 340). Introduction to Regional, Urban and Rural Economics
 - Economics 444 (formerly Economics 344). The Economics of Poverty
- H. Two additional courses in economics (may be from G above, or a lower division course, or History 450)
- I. The satisfactory completion of one of the three options listed below:
 1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, Crime, Law, and Society, and Environmental Studies
- J. Economics 490. Senior Seminar in Economics

REQUIREMENTS FOR THE MINOR IN ECONOMICS

In a program approved by the Economics Department, four courses in Economics at least three of which must be upper division, with a grade of C or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Economics has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Economics.

COURSES

NOTE: All courses in the department not otherwise designated carry five quarter units of credit.

Lower Division**Economics 100. Perspectives in Economics**

Introduction to economic analysis and its application. Relation of economic study to other disciplines. Issues of economic policy. Selected investigations into varied problem areas. Lectures and discussions. (Not open to students who have taken Economics 101.)

Economics 101. Essentials of Economic Theory: Micro-Economics

Value and distribution theory, including the theory of household behavior, the theory of the firm, and the pricing of factors of production. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions. (Not open to students who have taken Economics 100.)

Economics 102. Essentials of Economic Theory: Macro-Economics

Theories of income, employment, and price level. Both the income-expenditure approach and the monetarist approach are studied. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions.

Economics 277. A Survey of Contemporary Economic Problems

An overview of several contemporary problems such as pollution, tax reform, welfare reform, inflation. Subjects vary from term to term. Lectures and discussions may be repeated once on a different topic for credit. Prerequisite: One course in economics or permission of instructor.

Upper Division**Economics 300. Introduction to Quantitative Methods in Economics**

The nature of theorizing and model building. Positive versus normative economics. The nature of economic prediction. The use of quantitative methods in economics. The necessary tools of economic analysis. Lectures and discussions. Prerequisite: One year of high school algebra and/or geometry.

Economics 301. Advanced Value and Distribution Theory

Demand theory and the Slutsky Equation, the theory of revealed preference, production and cost theory, the theory of the firm, and welfare economics. Emphasis is placed on the tools of economic analysis. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 302. Advanced National Income Theory

Keynesian and classical theories of the determination of the level of economic activity. Emphasis is placed on the role of money and the price level. Analysis of monetary and fiscal policy with concentration on the tools of economic analysis. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Behavioral Science 322. Introduction to Public Choice

Economic activity in a collective decision-making process. Applications of economic analysis to political phenomena. The theory of constitutions. Voter exchange over public goods. Lectures and discussions. Prerequisite: Economics 100 or equivalent or permission of instructor.

Economics 361. Managerial Economics

A study of the tools of economic analysis applicable to the decision-making process of the manager. These tools are applied to demand, analysis, cost and pricing problems and forecasting. Prerequisite: One course in economics or permission of instructor.

Economics 377. Contemporary Economic Issues

An in-depth study of various social and economic issues of current interest, such as inflation, unemployment, welfare reform, and the environment. Lectures and discussions. May be repeated for different course content. Prerequisite: Permission of the instructor.

Economics 380. History of Economic Thought

A survey and analysis of the development of economic thought, from its beginnings to the present. The theories and concepts selected for study are evaluated both as reflections of their times and as contributions to contemporary economic thought. Concentration on the mercantilist, physiocratic, classical and Marxian schools of economic doctrine. Prerequisite: One course in economics or permission of instructor.

Behavioral Science 400. Data Processing in the Behavioral Sciences

This course familiarizes the student with a wide range of data-processing techniques and instruments, including McBee keysort, card punching, card sorting, reproducing, time sharing, basic computer language, Fortran, SPSS and BMD processing packages. The primary goal is to provide the advanced behavioral science student with knowledge of data manipulation techniques. The course is modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (the course does not focus primarily on programming), some background in statistics and methodology is expected.

Economics 402. Mathematical Economics

Application of mathematics to selected topics in consumption and production theory. The theory of constrained optimization, mathematical programming, the Kuhn-Tucker Theorem. Selected investigations. Lectures and laboratory. Prerequisite: Economics 300 or equivalent.

Economics 407. Operations Research

Development of the quantitative methods necessary for industrial economic decision making. Algorithms for multivariate constrained optimization problems. The methods of linear, nonlinear, and integer programming. Input-Output analysis, simulation, queuing theory, capital budgeting, and game theory. Lectures and laboratory. Prerequisite: Economics 300 or equivalent.

Economics 412 (formerly Economics 312). International Economics

Examination of relations among regions and nation-states, including theory of trade, balance of payments, commercial policies, financial policies, economic integration and related policy issues. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 414 (formerly Economics 314). Theory of Economic Development

Economic growth organization, institutions, and processes of western nations during the past century and in present day underdeveloped areas. Particular emphasis on Latin America. Various theories of growth considered in light of empirical evidence. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 416 (formerly Economics 316). Comparative Economic Systems

Analysis of capitalist and socialist economic systems emphasizing levels of reliance on market mechanism and/or planning. Problems of growth are viewed. Emphasis on United States, Soviet Union, Mexico, Great Britain. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 420 (formerly Economics 320). Economics of Fiscal Theory and Policy

Analysis of the federal and state-local instruments of taxation. Emphasis is placed on the theory of optimality in public expenditures and the mechanics of budgetary decision making. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 425 (formerly Economics 325). Money, Banking and the Economy

A thorough study of the banking system, the demand and supply of money, monetary policy, the quantity theory of money, the interest rate, the theory of portfolio choice, and international finance. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 430 (formerly Economics 330). Industrial Organization

Relations of government to industry and labor problems. Analysis of the structure and operation of American industry. Includes pricing and output decisions of firms under different market structures, theories of monopolistic competition, structure and performance of markets. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 435 (formerly Economics 335). The Economics of Crime

The economic causes of crime: criminal offenses as nondeviant, rational forms of behavior and civil offenses as external diseconomies. The optimum response by government: cost-benefit analyses of alternative methods of crime prevention and criminal rehabilitation. The supply and demand of crimes and punishments. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 440 (formerly Economics 340). Introduction to Regional, Urban, and Rural Economics

The theory of optimal market networks and the formation of cities. Emphasis is placed on the welfare effects of population shifts and clustering patterns. The dynamics of regional, urban, and rural growth and decline. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 443. Natural Resource Economics

Economic principles of the physical basis of economic activity, including such resources as water, minerals, petroleum, and land. Cost-benefit analysis. Role of public policy. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 444 (formerly Economics 344). The Economics of Poverty

Economic analysis of causes for, effects of, and remedies for poverty. Alternative evaluations. Economics of social security, public assistance and poverty programs. Includes relevance of discrimination, crime, and social upheaval. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 448 (formerly Economics 348). Labor Economics

The impact of unions on wages, income distribution, employment, and prices. The role of government in collective bargaining. An analysis of human capital. Prerequisite: One course in economics or permission of instructor.

Economics 460. Introduction to Econometrics

An introduction into the estimation techniques used in economic theory to arrive at testable models which explain economic reality. Selected investigations. Lectures and laboratory. Prerequisites: Economics 300 or equivalent and one college level course in statistics.

Economics 477. Selected Topics in Economics

Offered periodically as announced. Examples of courses currently planned for the future include: Advanced Public Choice Theory; Advanced Regional, Urban, and Rural Economics; Human Resources; History of Economic Doctrines. May be repeated for different course content.

Economics 480. Directed Research Seminar in Economics

Elaboration of principles of research design. Student conducts and writes up an individual study under faculty supervision. Prerequisite: permission of instructor.

Economics 490. Senior Seminar in Economics (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of economics to other fields of study. Prerequisite: Senior major or consent of instructor.

Economics 499. Individual Study 1-5)

Consent of Department and approval by Dean of School of Behavioral and Social Sciences.

Graduate Courses**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

This course is intended to provide the graduate student with an overview of the major techniques used for quantitative analysis in contemporary behavioral science. The course reviews and elaborates on basic tests of significance, measures of association, and techniques of data compilation and analysis. The final few weeks involve a practicum in the use of a selected technique of data compilation and analysis, chosen by the student, leading to skill in the use of that particular technique. Not open for undergraduate credit. Prerequisite: A college level course in statistics.

Economics 500. A Survey of Economic Theory

An introduction to economic theory and its uses in business analysis. Supply and demand analysis, cost theory, and market models. National income analysis and the quantity theory of money. Economic prediction and model building. (Not open to students who have completed Economics 100 or 101 and 102.)

Behavioral Science 501. Philosophy and Methodology of Social Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences. Not open for undergraduate credit.

Behavioral Science 522.900. Economics for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary economics. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline. Not open for undergraduate credit.

Economics 550. Linear Programming

Economic principles for maximizing goals of a firm. Use of linear programming in operational and methodological firm decision analyses.

Economics 600. Core Course in Economics

Intensive exposure to broad content areas of economics. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in economics.

Economics 601. Advanced Economic Theory

An economic analysis of consumer demand theory and the theory of the firm. Problems of constrained and unconstrained optima are discussed.

Economics 605. Advanced Production Theory

Analysis of relationship of theory of production to theory of costs. Discussion of neoclassical production theory and the uses of homogeneous and non-homogeneous functions. Analysis of pricing of inputs.

IN ST 661. Managerial Economics

A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-9)**Economics 699. Individual Graduate Study (1-5)**

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.



POLITICAL SCIENCE DEPARTMENT

The Political Science Department has two principal goals. The first is to provide students, whatever their career aims, with the kinds of information they will need to function as effective citizens. The office of the citizen in a democratic system is one which demands people able to make something akin to rational choices. To make such choices, a person needs to know his own values, to know which issues need attention, to know the alternatives available, and to know the probable consequences of these alternatives. The Political Science Department, along with the other departments in the College, helps students become aware of their own values and helps them identify critical issues. This Department and the others in the School of Behavioral Sciences bear the major responsibility for helping the students gain the kind of understanding of their political and social environment which enables them to identify possible alternatives and to predict their probable consequences. Our objective is not the production of consumers of information but of creative participants in our political life.

The second goal is to help those for whom the study of politics may be useful career preparation. Those who major or minor in political science can expect to develop an understanding of contemporary political systems and institutions, to become acquainted with the basic tools of political science, and to become increasingly aware of the relationships between this field of study and the other social sciences. Many of the courses will involve students in direct, original research. Such experiences have been shown to be valuable as preparation for lives devoted to government service, journalism, politics, community leadership, law, and teaching.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate a familiarity with basic tools underlying modern social sciences including competency in statistics. Familiarity with computer programming and data processing is strongly recommended. Students must satisfactorily complete at least nine courses in political science of which at least seven must be at the upper division level. Course programs for majors in political science are developed in close consultation with a faculty advisor interested in the student's intellectual growth and development and in his eventual career plans. Required courses are:

- A. One introductory course in political science. (Students meeting this requirement at CSB should select from Political Science 100, 101, or 102.)
- B. Political Science 300, The Logic of Political Inquiry.
- C. Political Science 301, Problems of Political Research
- D. At least one course in political theory, either Interdisciplinary 333, Political Philosophy and Thought, or Political Science 334, Democratic Theory, or Political Science 435, Contemporary Empirical Theory, or any Special Topics course in Political Science meeting this requirement.
- E. Four additional political science courses—at least three of which must be upper division—selected by the student and his advisor to reflect a balanced inquiry into political processes, policy, philosophy, and methods. The student must plan his work in *one* of these upper-division courses to demonstrate his capacity to re-apply research skills learned in Political Science 300–301 and submit a full research paper for departmental approval.
- F. The satisfactory completion of one of the three options listed below:
 1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 3. An interdisciplinary concentration or minor in one of the especially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society
- G. Political Science 490. Senior Seminar in Political Science

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

In a program approved by the Political Science Department, four courses in Political Science—at least three of which must be upper division—with a grade of C or better.

Courses which will be of special interest to students without substantial quantitative skills include Political Science 302, Political Science 306, Political Science 308, Political Science 312, Political Science 315, Political Science 317, Behavioral Science 321, Political Science 328, IN ST 333, and Political Science 334. Other courses may be suitable depending on the instructor's announced objectives and approach.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Political Science has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for both Social Sciences and Government has been approved for a CSB graduate in Political Science.

COURSES

NOTE: All courses in the Department not otherwise designated carry five quarter units of credit.

Lower Division Courses**Political Science 100. Perspectives in Political Science**

An examination of what political science is and does as disclosed by the study of selected problems and issues. Students can expect to gain some understanding of the ways in which ideas currently important in political science are related to those in other disciplines.

Political Science 101. American Government and Politics

An examination of the ways in which those who practice political science view the American political system. Students can expect to gain a basis for systematic, informed thinking about the processes by which Americans govern each other and govern themselves, the manner in which those processes affect the policies we adopt in response to issues, and the ways in which issues influence changes in the decision-making processes. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement.

Political Science 102. World Politics

An examination of the ways in which those who practice political science view the international political system. Students can expect to gain a basis for systematic, informed thinking about processes of cooperation and conflict in the international arena involving both nations and other actors such as multi-national corporations.

Political Science 201. Policy Problems in the United States

An examination of the policy-making process in the United States coupled with a survey of the major policy areas and the disputes which characterize them. Special attention will be given to detailed analysis of pressing current policy controversies. Prerequisite: Political Science 101 or consent of instructor.

Political Science 204. Introduction to Political Philosophy and Thought

An examination of the ways in which those who practice political philosophy view the perennial problems involved in the nature of authority, social conflict, the objectives of political action, and the relationships between the rulers and the ruled. Students can expect to gain some understanding of the place of systematic, rigorous thought in the analysis of political and social problems.

Political Science 240. Honors Seminar: The Nature of Politics

An examination of some of the central concepts of political science and some of the continuing issues of politics. Students can expect to gain exposure to and practice in each of the major kinds of activity in which political scientists engage. Emphasis will be on the preparation, presentation, and critical evaluation of a series of brief papers. Prerequisite: Freshman standing and invitation by the department. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement.

Political Science 255. Political Games

Simulation designed to give students insight into the factors influencing political decision-makers by providing considerable opportunity for role-playing as well as through lectures and discussion. Topics will change but might include the Middle East Crisis, the U.S. Congress, the U.N. Security Council, etc.

Political Science 277. Contemporary Political Topics

An examination of selected contemporary political problems. Subjects vary from term to term but might include such topics as the politics of Black America, the politics of student protest, the politics of ecology, etc. Prerequisite: One course in behavioral science or consent of instructor. May be repeated once for credit.

Upper Division Courses**Political Science 300. The Logic of Political Inquiry**

An examination of the bases of knowledge in the sciences with particular reference to political science. What are explanations; how do we arrive at them; how do we judge them? What alternative data sources and data gathering techniques are available and appropriate? The design of political research. Prerequisite: One course in political science and sophomore standing.

Political Science 301. Problems of Political Research

An examination of problems of measurement, data manipulation, and data analysis in political science. Students will gain practical experience in many of the techniques political scientists use to examine their environment. Prerequisite: Political Science 300.

Political Science 302. American Foreign Policy

An examination of contending models with which political scientists have explained the dynamics of American foreign policy since 1945. Emphasis will be on the role of the Presidency, the Congress, the press, and public opinion as determinants of policy.

Political Science 304. International Politics

An examination of inter-nation actions and strategies with regard to status, defense, peace, development, etc. This course examines ways of explaining how national elites prioritize goals and select means to achieve them through relations with other nations.

Political Science 305. Government and Politics in Western Europe

An examination of institutions and processes of government in France, Germany, and the United Kingdom. Emphasis on the study of the historical and contemporary components of the political culture and their effects on the behavior of political parties, Parliament, and Cabinet in each of the three systems.

Political Science 306. Government and Politics in the Soviet Union

An examination of institutions and processes of government in the Soviet Union. Emphasis on the study of the Marxist-Leninist ideology, the development and contemporary role of the Communist Party, and the cultural heritage as determinants of contemporary politics and policy change in the USSR.

Behavioral Science 307. Developing Political Systems

An examination of political change in developing societies. Emphasis on the study of models of political change and their application in selected African, Asian, or Latin American nations. Comparative analysis of the economic, cultural and social requisites of political modernization. Prerequisite: Political Science 301.

Political Science 308. Government and Politics in China

An examination of institutions and processes of government in China. Emphasis on the ideas of Marx, Lenin, and Mao, the Chinese political culture, the party, the military, communalization, and the cultural revolution as determinants of contemporary politics and policy change in China.

Behavioral Science 311. Small Group Dynamics

Application of principles of social psychology to the understanding of small groups; experimentation and testing in group situations. Lectures and laboratory. Prerequisite: One course in political science, psychology or sociology or consent of instructor.

Political Science 312. Political Parties and Elections

An examination of the organization and activities of American political parties and of our electoral system. Students can expect to gain acquaintance with several critical perspectives toward these processes as they relate to the popular control of government as well as an opportunity to systematically develop their own perspective regarding that topic. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: Upper division standing or permission of the instructor.

Political Science 313. Electoral Behavior

An examination of the political, social, and psychological factors which promote or inhibit individual participation in electoral activity. Emphasis on the dynamics involved in individual voter choice, campaigning, party identification, and actively seeking elective office. Students can expect to engage in systematic research on a selected aspect of electoral behavior. Prerequisites: Upper division standing and Political Science 300–301 or equivalent, or consent of instructor.

Political Science 314. Judicial Politics

An examination of constitutional, cultural, and situational factors in American federal, state, and local adjudication. Investigation of the legal culture. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: One course in political science or consent of instructor.

Political Science 315. Civil Liberties

An examination of the principles, reasoning, and politics of private and individual rights in the U.S. Investigations of current controversies. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: One course in political science or consent of instructor.

Political Science 316. Legislative Politics

An examination of legislative decision making and the factors which shape legislative policies. Students can expect to engage in systematic research into selected aspects of legislative behavior. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisites: One course in political science or consent of instructor.

Political Science 317. The Presidency

An examination of the office and its occupants, with emphasis on the administrations since Franklin Roosevelt. The course includes investigations of constitutional and administrative powers, presidential leadership of Congress, other elites, and public opinion, and the personality responses of the Presidents to the dilemmas they encounter.

Political Science 320. Social Groups and Political Power in America

An examination of the ways in which non-governmental groups influence the formation, direction, execution and change in public policy in America. Emphasis on factors which contribute to such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: Political Science 301.

Behavioral Science 321. Community Politics

An examination of mobilization and policy at subnational levels. Emphasis on American metropolitan communities. Major concepts are space, structure, participation, leadership, and change. Policy analysis from the literature and local sources. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: One course in political science or sociology, or consent of instructor.

Behavioral Science 322. Introduction to Public Choice

Economic activity in a collective decision-making process. Applications of economic analysis to political phenomena. The theory of constitutions. Vote exchange over public goods. Lectures and discussion. Prerequisite: Economics 100 or equivalent or consent of instructor.

Political Science 326. Political Socialization

An examination of the process by which individuals acquire their political attitudes, values, and orientations. Emphasis on the family, school, and peer groups as critical socialization agents. Students can expect to undertake individual research on selected aspects of political socialization. Prerequisites: Upper division standing and Political Science 300-301 or equivalent, or consent of instructor.

Political Science 328. Propaganda and Public Opinion

An examination of the psychological processes involved in the formation and change of public opinion. Attention focused on the role of propaganda in attitude acquisition and change. Several examples of political propaganda and mass appeals will be examined. Prerequisite: Upper division standing.

Behavioral Science 330. Political Psychology

Ideology, values, extreme belief and affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures and discussion. Prerequisite: One course in political science or psychology, and sophomore standing.

Behavioral Science 331. Political Sociology

The cultural and social bases of politics. Political processes in organized groups and social systems. Selected investigations. Lectures and discussions. Prerequisite: One course in anthropology, political science or sociology; or consent of instructor.

Behavioral Science 332. Political Anthropology

Analysis of power allocation in tribal and peasant societies. Multicentric and centralized authority systems. Principles of social order in the simpler societies. Analysis of problems of political brokerage in such societies which are undergoing change. Lectures and discussion. Prerequisite: One course in anthropology or political science or consent of instructor.

IN ST 333. Political Philosophy and Thought

An analysis of the basic theories of the nature and role of social and political life. Historical positions such as those of Plato, Aristotle, Hobbes, Locke, Mill, Hegel, and Marx are examined to bring to light the concepts of right, equality, justice, obligation, utility. Lecture and discussion.

Political Science 334. Democratic Theory

An examination of fundamental assumptions about democratic government and practices. Students can expect to develop tests for evaluating performance of political institutions and practices based on the results of that examination. Special attention will be given to American experience as a whetstone for shaping those tests. Prerequisite: Upper division standing or consent of instructor.

IN ST 354. Concepts of Political Geography

Bases of political geography; the state as a geographic region and roles of the several geographic factors such as climates, soils, and strategic location. Internal characteristics and external relations of the state. Relations of the state and nation. Development of conceptual models of principles and real-world processes. Three lectures, one discussion, and one laboratory. Prerequisite: One course in geography or one course in political science.

IN ST 375. Administrative Processes in Government

This course provides an introduction to the field of public administration and assumes no previous familiarity with the subject. Topics surveyed include the role of government in American society, the historic development of the public service, management issues related to modern governmental enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on

readings and cases pertaining to local and state administration although issues involving the federal level are discussed where appropriate. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement.

Political Science 377. Contemporary Political Issues

An intensive examination of issues of current political concern with attention to the development of the problem and alternate ways of responding to it. The issues examined vary from term to term but include such topics as political corruption, the political implications of multi-national corporations, terrorism and political subversion, etc. Prerequisite: Upper division standing, or permission of instructor. May be repeated for different course content.

Behavioral Science 400. Data Processing in the Behavioral Sciences

This course familiarizes the student with a wide range of data processing techniques and instruments including McBee keysort, card punching, card sorting, reproducing, time sharing, basic computer language, Fortran, SPSS and BMD processing packages. The primary goal is to provide the advanced behavioral science student with knowledge of data manipulation techniques. The course is modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (the course does not focus primarily on programming), some background in statistics and methodology is expected.

Political Science 435 (formerly Political Science 335). Contemporary Empirical Theory

An examination of various theories such as theories of action, communication, organization, transaction, etc. as they apply to political phenomena. Prerequisite: Political Science 301, or two upper division courses in political science, or consent of instructor.

Political Science 440. Honors Seminar: Political Life

An examination of some of the continuing issues of political life. Subjects vary from term to term but include such topics as the prices of liberty, citizen obligation, permanent political minorities in a democracy, etc. Prerequisites: Upper division standing and invitation by the department.

Political Science 450. Readings in Political Science

A critical examination of a wide range of important literature in political science. Students can expect to prepare written critiques of several books and to participate in class discussions of a number of additional works. Prerequisite: Senior standing.

Behavioral Science 471. Colonialism and Culture Change

The impact of Western colonial systems on the cultures of the Third World. Emphasis is on the psychological factors related to colonial status, the effects on indigenous political systems resulting from differing colonial policies, the transformations in rural economies due to industrialization, and the kinds of social movements growing out of the colonial context. Lectures and discussion. Prerequisite: One course in anthropology or permission of instructor.

IN ST 475. Problems in Public Administration

An analysis of different aspects of the role of the administrator in various governmental circumstances. Emphasis on state and local government. Prerequisite: IN ST 375.

Political Science 477. Selected Topics in Political Science

Current concerns challenging the discipline's theories and methods. Topics include governmental regulation of innovation in medical treatment, ethics in the intelligence community, the impact of development on ideology, politics and mass media, etc. Offered periodically to respond to student and faculty interests. Prerequisite: Upper division standing. May be repeated for different course content.

Political Science 480. Directed Research Seminar in Political Science

Student conducts and writes up an individual study under faculty supervision. Prerequisite: Political Science 301 and consent of instructor.

Political Science 490. Senior Seminar in Political Science (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of political science to other fields of study. Prerequisite: Senior major or consent of instructor.

Political Science 499. Individual Study (1-5)

Consent of department and approval by Dean of the School of Behavioral and Social Sciences.

Graduate Courses**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

This course is intended to provide the graduate student with an overview of the major techniques used for quantitative analysis in contemporary behavioral science. The course reviews and elaborates on basic tests of significance, measures of association, and techniques of data compilation and analysis. The final few weeks involve a practicum in the use of a selected technique of data compilation and analysis chosen by the student leading to skill in the use of that particular technique. Not open for undergraduate credit. Prerequisite: A college level course in statistics.

Behavioral Science 501. Philosophy and Methodology of Social Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences.

Behavioral Science 523.900. Political Science for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary political science. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline.

Political Science 600. Core Course in Political Science

Intensive exposure to broad content areas of political science. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in political science.

Political Science 601. Seminar in American Political Processes

Scope and method of the study of American political processes from a systemic perspective. Examination of trends in the discipline.

Political Science 602. Seminar in International Politics

Scope and method of the study of international politics. Examination of trends in the discipline.

Political Science 603. Seminar in Comparative Politics

Scope and method of the study of comparative politics. Examination of trends in the discipline.

Political Science 604. Seminar in Political Philosophy

Scope and method of the study of political philosophy. Examination of trends in the discipline.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-9)**Political Science 699. Individual Graduate Study (1-5)**

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interests; regular meetings to be arranged with professor.

PSYCHOLOGY DEPARTMENT

Psychology today can be considered in a variety of ways. Among these, it can be (1) an applied science or professional field, (2) a set of humanistic concerns, (3) a physiological or biological science, and (4) a social science.

While the offerings in psychology will be as broad as possible, most of the basic course orientations will treat the discipline as a social science, in keeping with the location of the Department within the School of Behavioral and Social Sciences.

Students who study psychology at the College will later pursue a wide range of careers. The Psychology Department will attempt to provide the kind of solid understanding of basic psychological principles that can serve as a foundation for the widest number of vocational and professional interests. Many of the courses will involve students in laboratory, field, and case study work and will assume, at the very least, minimal quantitative skills.

Final enrollment in any course with a field placement component is contingent upon successful placement of the individual student in field setting deemed appropriate by the instructor of that course.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate familiarity with basic tools underlying modern social sciences, including competency in statistics, and satisfactorily complete a minimum of nine courses in psychology of which at least seven must be at the upper division level. Upon declaring his major a student should plan his specific program of study in consultation with his advisor. Required courses are:

- A. Psychology 100. Perspectives in Psychology
- B. One college-level course in statistics, approved by the department. This may be Psychology 200, Introduction to Statistical Methods in Psychological Research; Mathematics 140, Elementary Statistics; or equivalent. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
- C. Psychology 300. Introduction to Research Methods in Psychology
- D. One advanced laboratory course in psychology. Select from:
 - Psychology 301. Learning and Motivation
 - Psychology 302. Human Perception and Information Processing
 - Psychology 303. Physiological Psychology
- E. Two courses with emphasis on personal and interpersonal psychology
Select from:
 - Psychology 310. Developmental Psychology
 - Behavioral Science 312. Social Psychology
 - Psychology 315. Abnormal Psychology
 - Psychology 316. Personality
- F. Three other Psychology courses, two of which must be upper division courses (may be from D and E)
- G. The satisfactory completion of one of the three options listed below:
 1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society.
- H. Psychology 490. Senior Seminar

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

A program approved by the Psychology Department consisting of at least four courses in Psychology, at least three of which must be upper division, completed with a grade of C or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Psychology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Psychology.

MASTER OF SCIENCE IN PSYCHOLOGY

The Department of Psychology offers a two-year, 90-unit program leading to the Master of Science in Psychology, which emphasizes training in clinically relevant skills.

Admission to the Program

A person seeking admission to the Master of Science in Psychology program should first secure program application materials from the Department of Psychology. Application for standing in the Master of Science program will be processed by the Graduate Committee of the Department of Psychology. The student must also apply to the Office of Admissions and Records for general admission to the college. Application to the college for graduate standing will be processed by the college. Completed application materials must be filed with the Department of Psychology no later than June 1 to be considered for fall quarter admission; however, application decisions may be made at an earlier date.

For admission to the Master of Science in Psychology the following minimum standards have been set: (1) baccalaureate degree from an accredited institution; (2) three favorable letters of recommendation; (3) at least one of the following: (a) an undergraduate GPA of at least 3.0 in the last 90 units of course work; or, (b) a score of at least 1000 as a total score on the quantitative and verbal Graduate Record Examinations; or, (c) a GPA of 3.0 or higher in all previous *graduate* course work at CSB (at least 4 courses); or, (d) an approved petition to the faculty of the department offering equivalent evidence of ability for graduate work. If enrollment into the program has to be limited because of space availability, the faculty of the department reserves the right to select those applicants it deems most qualified. In making its decision, the faculty may also take into consideration the person's previous training in psychology, relevant work experience, and special skills.

Admission is generally at the Conditionally Classified level. The applicant should consult departmental notices concerning the criteria to be satisfied for advancement to Classified and Candidate levels. There is a five-year time limit for completion of the program, which can only be extended by special petition to the faculty of the department.

Degree Program

The Master of Science program is a general clinical psychology program which provides preparation relevant to a number of different professional goals. One such goal may be the California license in Marriage & Family Counseling. The education requirements for this license may be met by selecting an approved sequence of courses within the general requirements of the clinical program.

Course requirements and options for the Master of Science degree are as follows:

1. Quantitative and Content Area (15 units): Psychology 419 and either Psychology 500 or Behavioral Science 500; Psychology 425 or 427
2. Breadth Area (10 units): Psychology 570 and either Psychology 571 or Behavioral Science 572
3. Assessment Area (10 units): Psychology 620 and 621
4. Treatment Area (15 units): Two courses from among Psychology 610, 611, 612, and 613; Psychology 591; Psychology 639
5. Elective Specialty Area (20 units): Any four courses from among Psychology 425, Psychology 427, and the 500-600 level courses, with advisor approval
6. Practicum Area (15 units): Three consecutive quarters of Psychology 619 and Psychology 629
7. Clinical Competency Area (5 units): Psychology 696

Academic Advising

An academic advisor will be assigned to the student upon admission. The department recognizes the right of either advisee or advisor to withdraw from this relationship at his/her discretion. Withdrawal from the advising relationship requires that the student locate another advisor from the faculty of the department.

The academic advisor and the student develop a Plan of Study and submit it to the department faculty for approval. It consists of: (1) statement of student's goals; (2) list of all courses, number of units and grade in each which have been or will be taken to complete the program; (3) indication of plans to satisfy all other criteria set by the department for the student; and (4) indication of the student's anticipated date of completion of the program.

Graduation Requirements

For graduation, students must complete an approved program of 90 quarter units, of which 22½ units can be at the 400 level, at least 68 units must be at the 500–600 level, and 36 units must be in residence. All work must be completed with a GPA of 3.0 or better. The approved Plan of Study for the individual student determines the specific requirements to be met when there are options available.

COURSES

NOTE: All courses in the department not otherwise designated carry five quarter units of credit.

Lower Division

Psychology 100. Perspectives in Psychology

Survey of currently important psychological ideas in relation to other disciplines. Major dimensions, theories, and applications of psychology. Selected investigations into varied problem areas. Lectures, discussions, and arranged observations.

Psychology 200. Introduction to Statistical Methods in Psychological Research

The use of basic statistical methods in designing and analyzing psychological experiments. Topics covered include basic descriptive statistics, the normal curve, correlation, and commonly used parametric and nonparametric inferential statistical techniques.

Psychology 277. Contemporary Psychological Issues

Examination of selected topics in contemporary psychology. Opportunity to work closely with a faculty member in a seminar early in the student's career. May be repeated for different course content. Prerequisite: Consent of instructor.

Upper Division

Psychology 300. Introduction to Research Methods in Psychology

Assumptions of scientific research and issues in philosophy of social science. Selected concepts and methods of experimentation in psychology, with emphasis on measurement, design of research, quantitative handling of data, and analysis. Lectures and laboratory. Prerequisite: Psychology 200 (or equivalent) and Psychology 100. Primarily for majors.

Psychology 301. Learning and Motivation

Examination of selected learning, cognitive and motivational processes in animals and humans. Lectures and laboratory. Prerequisite: Psychology 300 or permission of instructor.

Psychology 302. Human Perception and Information Processing

An analysis of the physiological and psychological processes—sensory, cognitive, and memory—involved in human perception and information processing. Lectures, discussion, and laboratory. Prerequisite: Psychology 300 or permission of instructor.

Psychology 303. Physiological Psychology

A study of the physiological bases of behavior, including the role of neural and endocrine systems in emotion and motivation, learning, perception, and sensory-motor systems. Lecture and laboratory. Prerequisite: Psychology 300 or permission of instructor.

Psychology 310. Developmental Psychology

Problems, theories, methods, results in the study of the psychological development of the individual from birth to old age, with major focus on the period of early childhood. Lectures, discussions, and special investigations. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 311. Small Group Dynamics

Application of principles of social psychology to the understanding of small groups; experimentation and observation in group situations. Lectures and laboratory. Prerequisite: One course in political science, psychology, or sociology or permission of instructor.

IN ST 311. Psychology of Religion

A study of the psychological dimension of religion, Western and Eastern. Attention given to various psychological theories of religion, including those of Freud, Jung, and James. Such topics as religious experiences, meditation, psychic phenomena, and the role of religion in personality development are studied.

Behavioral Science 312. Social Psychology

Group affiliation, group standards, social perception, and other social influences on the experience and behavior of individuals, and interactions among groups. Lectures and discussion. Prerequisite: One course in psychology or sociology or permission of instructor.

Psychology 315. Abnormal Psychology

Principal theories concerning abnormal behavior, from psychiatry, psychology, sociology, and other disciplines. Research methods and findings. Implications for treatment and prevention. Lectures and discussion. Prerequisite: One course in psychology or permission of instructor. Not open to students who have taken Psychology 314.

Psychology 316. Personality

Principal theories and approaches for understanding the person. Development of structures and dynamics in relation to adult functioning, psychopathology, and behavior change. Exercises in research and assessment. Lectures, discussion, and laboratory. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 317. Socialization

This course involves an in-depth introduction to the socialization process along the following three avenues: (1) the effect of society on individual character, (2) the influence of individuals on the social structure, and (3) the subject of identity beyond roles. Lectures and discussions. Prerequisite: upper division standing.

Behavioral Science 318. Culture and Personality

A survey of the impact of psychology on anthropological studies. Focus on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Prerequisites: One course in anthropology or psychology or permission of instructor.

Psychology 319. Psychological Tests and Measurement

A survey of basic concepts in the assessment of intelligence and personality. Primarily concerned with construction, interpretation, and application of objective, group-administered assessment instruments. Prerequisite: One course in psychology or permission of instructor.

Psychology 325. Theories of Psychotherapy and Behavior Change

Psychological principles relevant to behavior change. Theories of psychotherapy, behavior modification, and other applied areas. Current controversies explored in terms of ethics, efficacy, and goals of psychological intervention. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 330. Political Psychology

Ideology, values, extreme belief and affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures and discussions. Prerequisite: One course in political science or psychology and sophomore standing.

Behavioral Science 340. Psycholinguistics

Topics and theories in language and thought, including language acquisition in children, language comprehension and production, biological bases of language, meaning, linguistic relativity, and aphasia.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

An analysis of the effects of the cultural, political, economic, and social environment of ghettos and barrios on the values, personal development, and life styles of its residents. Both sociological and social-psychological approaches to explaining the existence of ghettos and barrios and their effects on individuals and society are explored. In addition to using participant observation studies as readings, the course attempts to draw some of its data from study of current conditions in the local community and from the experiences of individual students. Prerequisite: One course in the behavioral sciences or permission of instructor.

Psychology 360. Comparative Psychology

The principles of animal behavior and its relationship to human behavior. Lectures and discussion. Prerequisites: One course in psychology or permission of instructor.

Behavioral Science 382. The Aged: Living and Dying

An overview of the aged and the aging process in diverse social settings. The course covers biological, intellectual, sexual, and social effects of aging as well as the role of the aged within the family, community, and institutions for the aged. It compares the aged of various cultures, including those few societies around the world where elderly people have found their Shangri-la. Finally, the course considers the different ways in which the aged prepare for (or ignore) the final life process, dying. Prerequisite: One course in the behavioral sciences or permission of instructor.

Behavioral Sciences 400. Data Processing in the Behavioral Sciences

This course familiarizes the student with a wide range of data processing techniques and instruments including McBee keysort, card punching, card sorting, reproducing, time sharing, basic computer language, Fortran, SPSS and BMD processing packages. The primary goal is to provide the advanced behavioral science student with knowledge of data manipulation techniques. The course is modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (the course does not focus primarily on programming), some background in statistics and methodology is expected.

Psychology 401. Biofeedback

An exploration of voluntary control of normally involuntary biological and mental functions. Lectures, laboratories, and directed readings. Prerequisite: One course in Psychology.

Psychology 410. Theories of Development

A comparison of basic theoretical perspectives in developmental psychology. Theories to be covered include those by Freud, Erikson, Piaget, Kagan, Gibson, and Gesell.

Psychology 411. Cognitive and Perceptual Development

Intensive exploration of the child's development of thought, memory, language, and perception. Prerequisite: Psychology 310 or Psychology 410.

Psychology 412. Personality and Social Development

Intensive exploration of the child's development of emotions, motivations, and interpersonal behaviors. May include psychodynamic, psychosocial, behavioral, cognitive, and biological perspectives. Prerequisite: Psychology 310 or Psychology 410.

Psychology 414. Psychology of the Adolescent

A review of the major research findings on the psychology of the adolescent. Prerequisite: Psychology 310 or Psychology 410.

Psychology 419. Principles of Measurement in Psychology

Theories, techniques, and problems in psychological measurement. Statistical theories of mental test scores. Concepts of reliability, validity, item analysis, scaling, and the development of norms. Prerequisite: Psychology 200 (or equivalent).

Psychology 420. Differential Psychology

Individual and group differences in psychological characteristics. Structure of intelligence, cognitive styles, hereditary and environmental bases of individual differences, family, sex, class, and race differences. Prerequisites: Psychology 200 (or equivalent) or consent of instructor.

Psychology 421. Psychology of Women

Theory and research on the development of sex roles and sex differences, with an emphasis on the roles of women. Students of both sexes are welcome to participate. Prerequisite: One course in Psychology.

Psychology 425. Descriptive Psychopathology

Exploration of the phenomena of emotional disorder through literary and first person accounts, films, tapes, and supervised field work. Special attention given to the phenomenology of the emotionally disturbed person and to the social, educational, and legal context within which he functions. Lectures, discussions, and regularly scheduled field placements. Prerequisite: Psychology 315 and consent of instructor. Not open to students who have previously taken Psychology 313 or 413.

Psychology 427. Childhood and Family Psychopathology

Examination of types of psychological disorder most frequently affecting children, including disorders of the relationship between the child and other family members. Descriptions of disordered behavior syndromes and major theories concerning causation. Implications for early detection, prevention and treatment. Emphasis on phobias, disorders of familial and peer interpersonal relationships, anti-social acts, subnormal intellectual functioning, and specific learning disabilities. Lectures, discussions and regularly scheduled field placements. Prerequisite: Psychology 315 and permission of instructor. Not open to students who have previously taken Psychology 317 or 417.

Psychology 442. Attitude Formation and Change

An intensive study of theoretical approaches to attitude acquisition and change. Recent issues in attitude change will be explored, with the aim of reconciling conflicting positions. Lectures will be supplemented with discussions of research articles and with student reports on selected topics. Prerequisites: Behavioral Science 312 or permission of instructor.

Psychology 444. Psychology of Aggression

An exploration of the role of innate and experiential factors in human behavior that is intended to harm others. Prerequisite: One course in Psychology.

Psychology 475. History and Systems in Psychology

Historical analysis of the development of modern psychology as a science and the examination of its many strands—the evolution of research and theory, important figures and systematic positions, methods of thought and work, social and intellectual contexts—which have contributed to its pattern of development. Lectures, discussion, and special student projects. Prerequisite: Three courses in psychology.

Psychology 477. Selected Topics in Psychology

Offered periodically as announced. Examples of courses include: Prosocial Behavior, Interpersonal Behavior Laboratory, Developmental Psychobiology, Psychology of the Juvenile Offender, Introduction to Clinical Psychology. May be repeated for different course content. Prerequisites will vary depending on course content.

Psychology 480. Directed Research Seminar in Psychology

Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: Psychology 300 *and* consent of instructor.

Psychology 481. Directed Research in Psychology (1-5)

Student conducts a scientific investigation in psychology under faculty supervision. Strongly suggested for majors considering graduate study in psychology. May be repeated for credit. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Psychology and dean of the School of Behavioral and Social Sciences.

Psychology 490. Senior Seminar in Psychology (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of psychology to other fields of study. Specific course topics and prerequisites will vary. In general, the minimum prerequisite will be senior major or permission of the instructor.

Psychology 498. Directed Study in the Instruction of Psychology (1-5)

Theory and method in undergraduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, and in-depth directed readings of relevant topics. Prerequisite: Consent of instructor who will serve as sponsor, approval by Chair of Department of Psychology and Dean of the School of Behavioral and Social Sciences.

Psychology 499. Individual Study (1-5)

Exploration of a specific topic, primarily through directed reading and discussion meetings with the faculty sponsor. Prerequisite: Consent of instructor who will serve as sponsor, approval by Chair of Department of Psychology and Dean of the School of Behavioral and Social Sciences.

Graduate Courses**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

An examination of the major techniques used for quantitative analysis in contemporary behavioral science, including basic tests of significance, measures of association, measurement, factor analysis, analysis of variance, nonparametric statistics, and techniques of data compilation and analysis. Students in the M.S. in Psychology program will be required to cover advanced analysis of variance in place of measurement section of this course. Prerequisite: A college level course in statistics.

Psychology 500. Advanced Statistical Methods for Psychologists

A survey of advanced statistical techniques commonly used in psychological research. Topics will include analysis of variance, factor analysis, and various nonparametric statistical methods. Prerequisite: Psychology 200 (or equivalent).

Psychology 510. Advanced Developmental Psychology

Review and analysis of theories and research in behavioral development emphasizing human development. Topics may include socialization, language, learning, motivation and perception. Prerequisite: Psychology 310 or 410 *and* consent of instructor.

Behavioral Science 512. Advanced Social Psychology

An exploration of theory and research concerning the individual in a social context. Selected topics will be considered in detail, with emphasis on contemporary issues in social psychology. Prerequisites: Behavioral Science 312 *and* consent of instructor.

Psychology 515. Advanced Abnormal Psychology

Principal theories and research concerning abnormal behavior from the perspective of interpersonal relationship difficulties. Particular emphasis on marriage and family disturbances. Prerequisite: Psychology 315 *and* consent of instructor.

Psychology 516. Advanced Personality

Consideration of theories and research issues in personality from a comparative/analytic viewpoint. Isolation of critical dimensions accounting for variations in personality theory, research questions likely to clarify theoretical differences, and review of current empirical evidence bearing on the adequacy of various theories. Prerequisite: Psychology 316 *and* consent of instructor.

Behavioral Science 524.900. Psychology for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary psychology. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline.

Psychology 570. Proseminar for Clinical Psychology I

Topics within the fields of learning, information processing, and physiological psychology with potential applications or relevance to clinical psychology. Prerequisite: Senior or graduate standing.

Psychology 571. Proseminar for Clinical Psychology II

Topics within the fields of personality, social, and developmental psychology with potential applications or relevance to clinical psychology. Prerequisite: Senior or graduate standing.

Behavioral Science 572. Proseminar for Marriage and Family Relations

Topics within the area of human relationships, with particular attention to human sexuality, communication, and the mores and values of subcultures in the United States which have potential applications or relevance to marriage and family therapy. Prerequisite: Senior or graduate standing.

Psychology 577. Selected Advanced Topics in Psychology

Offered periodically as announced. Topics of special interest to graduate and senior students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course.

Psychology 590. Psychology Colloquium (1)

Presentation of current research, literature reviews, and other topics pertinent to psychology. Contributors may include departmental faculty, graduate students, and guest lecturers. Open to all graduate level and senior students. May be repeated in subsequent terms for a maximum of 5 quarter units. If 5 units are earned, they may be accepted by the department as satisfying an elective course requirement in the Master of Science program.

Psychology 591. Clinical Ethics and Law (1)

Readings, lectures, and discussion of California state laws and professional codes of ethics relevant to clinical psychology and marriage and family therapy. Prerequisite: Senior or graduate standing.

Psychology 600. Core Course in Psychology

Intensive exposure to broad content areas of psychology. May cover such areas of psychology as social, developmental, personality, physiological, learning, and perception. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in psychology. Psychology 600 will not count for credit in the M.S. program in Psychology.

Psychology 610. Behavior Modification and Therapy

Advanced consideration of principles and methods of behavior modification and therapy. Behavioral analysis and operant, respondent, observational learning, and covert conditioning intervention techniques are included as they apply to individual and to group situations. Lectures, demonstrations, and supervised experience. Prerequisite: Consent of instructor.

Psychology 611. Individual Psychotherapy

Advanced consideration of principles and methods of individual psychotherapy. An intense focus upon one major approach to individual psychotherapy combined with briefer consideration of several other contemporary approaches. Lectures, demonstrations, and supervised experience. Prerequisite: Psychology 315 and consent of instructor.

Psychology 612. Group Psychotherapy

Advanced consideration of principles and methods of group psychotherapy. An intense focus upon one major approach to group psychotherapy combined with briefer consideration of several other contemporary approaches. Lectures, demonstrations, and supervised experience. Prerequisite: Psychology 315 *and* consent of instructor.

Psychology 613. Marriage and Family Therapy

Advanced consideration of principles and methods of marriage and family therapy. An intense focus upon one major approach to therapy for relationship disturbances combined with briefer consideration of several other contemporary approaches. Lectures, demonstrations, and supervised experience. Prerequisite: Psychology 315 *and* consent of instructor.

Psychology 619. Traineeship in Therapy Techniques (3)

Supervised experience in the application of treatment and consultation techniques. Includes direct client contact and other experiences in a field setting appropriate to the student's career goals. Supervision will be by licensed professionals. Repeated for three consecutive quarters and taken concurrently with Psychology 629. Prerequisite: Classified standing in the Master of Science in Psychology program and departmental approval.

Psychology 620. Tests of Intelligence and Abilities

Theory and supervised instruction in the assessment of intellectual abilities. Course modules on theory of measurement of intelligence, problems of validity and reliability, ethical use, and the administration and interpretation of Wechsler, Binet, and selected other tests. Prerequisites: Consent of instructor.

Psychology 621. Objective Assessment of Personality

Theory and supervised instruction in the assessment of personality characteristics with particular emphasis on profiles indicative of abnormal behavior styles. Practice in administering and interpreting objective self-report, questionnaire and other individual and group procedures. Prerequisites: Psychology 316 and 419 *and* consent of instructor.

Psychology 622. Projective Assessment of Personality

Theory and supervised instruction in the assessment of personality styles. Practice in administering and interpreting projective test instruments. Prerequisites: Psychology 316 *and* consent of instructor.

Psychology 624. Assessment of Learning Disabilities

Theory and supervised instruction in the detection and assessment of learning difficulties in children. Practice in administering and interpreting specialized tests dealing with perceptual, perceptual-motor, and language dysfunctions. Prerequisite: Consent of instructor.

Psychology 629. Traineeship in Assessment Techniques (2)

Supervised experience in planning, administration, interpretation, and report writing for the intensive study of assessment cases. Includes direct client contact and other experiences in a field setting appropriate to the student's career goals. Supervision will be by licensed professionals. Repeated for three consecutive quarters and taken concurrently with Psychology 619. Prerequisite: Classified standing in the Master of Science in Psychology program and departmental approval.

Psychology 639. Community Mental Health (4)

Principles, current methods, and innovative approaches to community mental health programs, including the application of clinical concept to the analysis, design, and development of institutional or community-based programs. Prerequisite: Consent of instructor.

Psychology 680. Directed Graduate Research Seminar in Psychology

Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: Psychology 300 *and* consent of instructor.

Psychology 681. Directed Graduate Research in Psychology (1-5)

Student designs and conducts a research project and writes a final report under faculty supervision. Prerequisite: Consent of instructor.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-9)**Psychology 695. Thesis (5-9)**

One of three supervised, individual student projects. Student selects from among (1) an approved empirical research project; (2) a critical literature review in an approved area of psychology; (3) a critical analysis of a clinical case study carried out by the student. Each method will involve preparation of a proposal or plan of procedure, the carrying out of relevant empirical, library or clinical work, the preparation of an extensive final report, and an oral explanation and defense of what was done. Prerequisite: Departmental approval.

Psychology 696. Clinical Competency Evaluation

Student prepares for and demonstrates a high level of clinical skill. Includes readings, evaluation of assessment and therapy skills, evaluation of assessment and therapy writing, and an oral defense of these clinical products before a committee approved by the Department of Psychology. The student will usually enroll in this course in the third quarter of his/her second year. Prerequisite: Departmental approval.

Psychology 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

Psychology 699. Individual Graduate Study (1-5)

Investigation of an approved project through directed readings and discussion meetings with the faculty sponsor. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Psychology and dean of the School of Behavioral and Social Sciences.



SOCIOLOGY/ANTHROPOLOGY DEPARTMENT AND CRIMINAL JUSTICE

The degree programs offered by this department are intended to provide a basic understanding of how cultures, societies, communities, and smaller groups are organized and sustained. Some courses deal specifically with applied problems; others provide a more general understanding of culture, social organization and change, and social psychology. Students are encouraged to develop, in close consultation with a faculty advisor, a program to provide for intellectual growth, as well as to provide a useful background for their career plans. The three basic degree programs administered by the department are as follows:

- (1) Bachelor of Arts in Sociology with a choice of focus in:
 - General Sociology
 - Social and Health Institutions
 - Family and Socialization
- (2) Bachelor of Arts in Anthropology with a choice of focus in:
 - General Anthropology
 - Community Anthropology
- (3) Bachelor of Arts in Criminal Justice

REQUIREMENTS FOR THE MAJOR IN ANTHROPOLOGY

To fulfill the requirements for the major in anthropology, a student must complete nine courses in anthropology acceptable to the department, including at least seven at the upper division level. The following core courses are required for all anthropology majors, regardless of which focus (General or Community) the student elects to pursue:

CORE COURSES

- A. One introductory course in cultural anthropology
- B. One college level course in statistical analysis of data, approved by the department. Familiarity with computer programming and data processing is strongly recommended.
- C. Behavioral Science 300. Introduction to Research Methods
- D. Anthropology 490. Senior Seminar

REQUIREMENTS FOR THE FOCUS IN GENERAL ANTHROPOLOGY

The focus in General Anthropology is intended to provide the student with a cross-cultural and balanced exposure to the various emphases within the discipline. In addition to the four core courses listed above (see *A* through *D*), the following courses are also required:

- E. One introductory course in physical anthropology and prehistory ✓
- F. One world area course selected from the following:
 - Anthropology 351. Peoples of Africa
 - Anthropology 353. Peoples of Mexico ✓
 - Anthropology 355. Afro-American Anthropology
 - Anthropology 359. North American Indians ✓
- G. One course dealing with expressive culture among the following:
 - Behavioral Science 318. Culture and Personality ✓
 - IN ST 319. Primitive Religion
 - IN ST 313. Sociology of Religion
 - Anthropology 343. Myth, Dreams, and Ritual
 - Anthropology 342. Music as Culture
- H. One course dealing with age, sex, and/or social organization:
 - Behavioral Science 335. Cross-Cultural Perspectives of Family and Kin
 - Anthropology 336. Deviance in Cross-Cultural Perspective
 - Anthropology 339. Sexual Behavior in Cross-Cultural Perspective
 - Anthropology 338. The Anthropology of Women
 - Behavioral Science 382. The Aged: Living and Dying
 - Anthropology 403. Cross-Cultural Studies in Anthropology

- I. One course dealing with adaptation and change:
 Behavioral Science 307. Developing Political Systems
 Anthropology 333. Culture and Economic Behavior
 Anthropology 356. Culture and Ecology
 Anthropology 370. Third World Communities ✓
 Behavioral Science 471. Colonialism and Culture Change
- J. One additional upper division course in anthropology

REQUIREMENTS FOR THE FOCUS IN COMMUNITY ANTHROPOLOGY

The focus in Community Anthropology is designed to provide students with the skills and professional service in community agencies at the city, county, state, and federal levels. In addition to the four core courses (see *A* through *D* above), the following courses are also required:

- E. Anthropology 334. Community Anthropology
- F. Two selected from the following:
 Behavioral Science 318. Culture and Personality
 Anthropology 356. Cultural Ecology
 Anthropology 381. Medical Anthropology
 Behavioral Science 382. The Aged: Living and Dying
- G. Two selected from the following:
 Anthropology 353. Peoples of Mexico
 Anthropology 355. Afro-American Anthropology
 Anthropology 359. North American Indians
 Anthropology 360. American Indians in Contemporary Society
 Behavioral Science 327. Race and Ethnic Relations
- H. One additional upper division course in anthropology

MINOR, CONCENTRATION, AUGMENTATION

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

In a program approved by the Anthropology Department, four courses in anthropology, at least three of which must be upper division. Courses designated for the minor must be completed with a grade of "C" or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Anthropology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Anthropology.

ANTHROPOLOGY COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division**Anthropology 100. Perspectives in Cultural Anthropology**

Survey of the nature of the field and the major concepts in cultural anthropology and linguistics. An examination of the relationship between cultural anthropology and other disciplines. Selected investigations into various problem areas. Lectures and discussions. May be used as a prerequisite for anthropology courses and as partial fulfillment of the General Education requirement in Behavioral Sciences. Not open to students with credit in Behavioral Science 101 or Anthropology 200.

Behavioral Science 101. Perspectives in Anthropology and Sociology

An examination of the major concepts of anthropology and sociology. Comparison and contrast of anthropological and sociological approaches to various problems in the behavioral sciences. Lectures and discussions. May be used as a prerequisite for anthropology or sociology courses and as a partial fulfillment of the General Education requirement in the Behavioral Sciences. Not open to students with credit in Anthropology 100, 200, Sociology 100, 200, or Sociology/Anthropology 100.

Anthropology 102. Physical Anthropology and Prehistory

Synthesis of present evidence concerning primate and human evolution, the nature of race, the interrelationships between the biological and cultural aspects of human adaptation, and the development of culture to the emergence of agriculture.

Behavioral Science 200. Elementary Analysis of Data

Emphasis on the principles underlying measurement and interpretation of data, including tabular analysis and an examination of techniques used to determine cause, correlation and significance, and related aspects of data compilation and manipulation.

Anthropology 277. Contemporary Anthropological Topics

Extensive analysis of selected contemporary problems in anthropology. Subjects vary from term to term, but include such topics as cultural factors in the modernization of specific areas of the world, the use of anthropological techniques in studying contemporary problems in American society, special areas in anthropology such as general archeology, etc. Prerequisite: one course in a behavioral science or permission of instructor. May be repeated once on a different topic for credit.

Upper Division**Behavioral Science 300. Introduction to Research Methods**

Assumptions of scientific research and issues in philosophy of science. Examination of the relationships between theory and research within the fields of both sociology and anthropology with an emphasis on basic principles of research design, development of research instruments, and data collection. Prerequisite: An introductory course in sociology or anthropology or junior standing.

Behavioral Science 302. Analysis of Survey Data

Problems and techniques of measurement, data processing, and analysis. Using various data sources, including student projects undertaken in Behavioral Science 300, students develop and refine indices of variables, process and analyze data, and prepare a report of their analysis. Lectures and laboratory. Prerequisite: Behavioral Science 300; or permission of instructor.

Behavioral Science 303. Participant Observation: Research Methods in the Study of Everyday Social Relations

Students develop skills in using humanistic sociology as they observe and analyze everyday social situations in the community. The major emphasis is on the development of proficiency in the use of participant observation techniques, on the analysis of the data collected, and on the writing of a final research report. Other topics include ethical problems involved in this type of research, problems of validity and reliability, and the uses and significance of this methodology for the individual and for social science. Prerequisite: One course in anthropology, political science, psychology, or sociology or permission of instructor.

Behavioral Science 307. Developing Political Systems

Analysis of major similarities and differences among political institutions and practices in developing societies. Emphasis on African, Asian, or Latin American Nations. Detailed analysis of one system. Special investigations, lectures, and discussions. Prerequisite: Behavioral Sciences 302 and 303 or Political Science 301 or permission of instructor.

IN ST 313. Sociology of Religion

A study of the social dimension of religions, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, examined. Such topics as religion and social change, the social aspects of religious experience, and religious institutionalization studied. Particular attention given to the function of religion in contemporary secular societies. Lecture and discussion.

Anthropology 315. Prehistory of North America

Examination of the range and variation of North American Indian culture and society before European contacts. Analysis based primarily on archaeological data. Lectures and discussion. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 316. Prehistory of Meso-America

Examination of the range and variation of cultures of Mexico and Central America before European contacts. Analysis based primarily on archaeological data. Lectures and discussion. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 317. California Indians

A survey of the cultural characteristics of the California Indians. Emphasis on plotting the distributions of culture traits, explaining the distributions, and creating a typology of California Indian societies. Course work consists primarily of instructor-assisted student projects. No prerequisites.

Behavioral Science 318. Culture and Personality

A survey of the impact of psychology on anthropological studies. Focus on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Prerequisites: One course in anthropology or psychology or permission of instructor.

IN ST 319. Primitive Religions

Theoretical and substantive analysis of religious beliefs and ritual, emphasizing comparative study from selected non-western societies. Prerequisite: One course in anthropology or religious studies or permission of instructor.

Anthropology 320. Modes of Communication

An examination of communication systems, both human and non-human, including a review of current research on human verbal systems and a study of the meaning of patterns exhibited in gestures, in the use of personal space, and in musical systems. Emphasis on the constraints imposed by social context on mode of communication. Prerequisite: an introductory course in anthropology or permission of instructor.

Behavioral Science 327. Race and Ethnic Relations

An examination of interaction between peoples of differing race, ethnic, and cultural backgrounds. Attention given to the development of American race relations, with a brief comparison of such relationships to those in other parts of the world. Lectures and discussions. Prerequisite: one course in anthropology or sociology or permission of instructor.

Behavioral Science 331. Political Sociology

The cultural and social bases of politics. Political processes in organized groups. Role of minorities in politics. Selected investigations. Lectures and discussions. Prerequisite: one course in anthropology, political science or sociology or permission of instructor.

Behavioral Science 332. Political Anthropology

Analysis of power allocation in tribal and peasant societies. Multicentric and centralized authority systems. Principles of social order in the simpler societies. Analysis of problems of political brokerage in such societies which are undergoing change. Lectures and discussions. Prerequisite: one course in anthropology or political science or permission of instructor.

Anthropology 333. Culture and Economic Behavior

An examination of selected primitive and peasant societies, focusing on the interaction between economic and other aspects of culture and how the analysis of such societies has led to the development of economic anthropology as a distinct field of inquiry. Includes discussion of reciprocity, redistribution, and market exchange; and approaches to the analysis of socio-economic change.

Anthropology 334. Community Anthropology

Focuses on the study of communities in complex societies from an anthropological perspective. Emphasis on ethnic groups and other sub-cultures in urban settings. Comparison of American urban centers with those in other world areas, both industrial and non-industrial. Prerequisite: One course in anthropology or permission of instructor.

Behavioral Science 335. Cross-Cultural Perspectives of Family and Kin

An introduction to alternate family style and kin networks in non-Western and Western societies. Primary attention given to exploring the relationships between types of domestic groups and their cultural context. Prerequisite: One introductory course in the behavioral science disciplines or permission of instructor.

Anthropology 336. Deviance in Cross-Cultural Perspective

A consideration of rule formation and violation in non-Western societies, with emphasis on differential definitions of normality. Cultural differences in the consequences of rule violation are explored and the process through which one is labeled "deviant" is examined. Behaviors of interest include sexual behavior and misconduct, drug use and abuse, homicide and general aggressive behavior, suicide, culture-bound psychiatric syndromes, and destruction of property. Prerequisite: Introductory course in one of the behavioral science disciplines.

Anthropology 338. The Anthropology of Women

A cross-cultural examination of the variable roles of women in societies ranging from hunting and gathering bands to post-industrial society. Particular attention given to discovering the cultural forces that determine how sex roles are defined and how they change. Students of both sexes are welcome to participate. Prerequisite: One course in anthropology or sociology or permission of instructor.

Anthropology 339. Sexual Behavior in Cross-Cultural Perspective

Considers the patterns of sexual behavior in non-Western societies. Deals with coitus, types of sexual stimulation, self-stimulation, homosexuality, and culturally specific ways of attracting a sex partner. Also explores the forms, meaning, and function of the sexual symbolism which commonly occurs during rites of passage. Prerequisite: Introductory course in one of the behavioral science disciplines.

Behavioral Science 340. Psycholinguistics

Topics and theories in language and thought, including language acquisition in children, language comprehension and production, biological bases of language, meaning, linguistic relativity, and aphasia.

Anthropology 342. Music as Culture

An examination of music in the context of social behavior and of the relationship of music to other aspects of culture. Discussions include the uses and functions of music, the status and role of musicians, innovation and creativity in composition, aesthetics, musical instruments, and learning.

Anthropology 343. Myth, Dreams, and Ritual

A survey of myth, dreams, and ritual in non-Western culture areas including Oceania, aboriginal Australia, Africa, and native North and South America. Focuses not only on the cultural settings (social structure, values, ideology, etc.) in which these forms of symbolism appear, but also on their social and psychological significance. Particular attention is given to folk psychotherapies, vision quests, possession and trance phenomena. Prerequisite: Introductory course in one of the behavioral science disciplines.

Anthropology 351. Peoples of Africa

A survey of the various cultures in Africa south of the Sahara. Attention focuses on some of the more important concerns found in the anthropological literature, such as political organization, ritual behavior, and problems related to colonialism. Lectures and discussions. Prerequisite: One course in anthropology or permission of instructor.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

An analysis of the effects of the cultural, political, economic, and social environment of ghettos and barrios on the values, personal development, and life styles of its residents. Both sociological and social-psychological approaches to explaining the existence of ghettos and barrios and their effects on individuals and society are explored. In addition to using participant observation studies as readings, the course attempts to draw some of its data from study of current conditions in the local community and from the experiences of individual students. Prerequisite: One course in the behavioral sciences or permission of the instructor.

Anthropology 353. Peoples of Mexico

An examination of social, economic, political, and religious institutions in various contemporary rural Indian and Mestizo communities. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 355. Afro-American Anthropology

A sampling of contemporary societies and cultures within the area referred to as Afro-America. Lectures and discussion. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 356. Cultural Ecology

An examination of selected societies around the world, focusing on the way different cultures adapt to their social and physical surroundings. Includes an analysis of the implications of different modes of adaptation. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 357. South American Indians

A survey of ethnographic literature concerning the indigenous societies of the South American continent. Lectures and discussion. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 359. North American Indians

A survey of ethnographic literature concerning the indigenous societies of the North American continent. Lectures and discussion. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 360. American Indians in Contemporary Society

A review of the adjustments made by American Indians after contact with Euro-American culture, both in the adaptation to reservation life and to contemporary urban settings. The persistence of Indian identity is studied in the contexts of Indian cultural movements, the development of Pan-Indian groups, self-determination programs, and others. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 370. Third World Communities

Most of the people in underdeveloped countries are found in rural communities—communities that are presently caught up in the processes of modernization. The focus of this course is on an examination of the lifeways of such communities from representative

societies of the Third World (including India, Mexico, and the Middle East), and how they cope with the stresses and problems produced by modernization. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 381. Medical Anthropology

A survey of concepts of illness and disease in non-Western societies. Emphasis on cultural definitions of illness, techniques of diagnosis, and curative methods. Topics covered include shamanism, ritual behavior, voodoo, Arctic hysteria, and mental illness in cross-cultural perspective. Consideration also given to the impact of Western medical techniques on traditional practices. Prerequisite: Introductory course in one of the behavioral science disciplines.

Behavioral Science 382. The Aged: Living and Dying

An overview of the aged and the aging process in diverse social settings. The course covers biological, intellectual, sexual, and social effects of aging as well as the role of the aged within the family, community, and institutions for the aged. It compares the aged of various cultures, including those few societies around the world where elderly people have found their Shangri-la. Finally the course considers the different ways in which the aged prepare for (or ignore) the final life process, dying. Prerequisite: One course in the behavioral sciences or permission of instructor.

Anthropology 390. Principles of Archaeology

An introduction to theory, method, and techniques employed by archaeologists in excavation, archaeological survey, reconstruction of prehistoric cultures, and the interpretation of culture history. Problem formulation and research design in archaeology. The history and contemporary developments of archaeological research.

Anthropology 391. Stone Tools and Human Behavior

Analytical procedures in classification and behavioral inference from archaeological materials. Applications made on artifacts excavated from an archaeological site in the Tehachapi Mountains. Students conduct research projects on this data, using these procedures.

Anthropology 392. Field Archaeology

Archaeological excavation and survey in the Bakersfield area. Students are instructed in all aspects of field techniques. Students conduct research projects on the artifacts which they recover.

Anthropology 402. Selected Topics in Anthropological Theory

An intensive investigation of selected concerns within anthropological theory. This involves an in-depth critique of designated theoretical issues, as determined by the instructor. Lectures and discussion. Prerequisite: Anthropology major and senior standing or permission of instructor. May be repeated for different course content.

Anthropology 403. Cross-Cultural Studies in Anthropology

The contribution of cross-cultural studies to anthropological theory. Methodological problems inherent in studies ranging from controlled comparisons to worldwide samples considered. Student projects used to develop skills in the techniques of cross-cultural research. Lectures and laboratory. Prerequisite: Behavioral Science 300.

Behavioral Science 471. Colonialism and Culture Change

The impact of Western colonial systems on the cultures of the Third World. Emphasis is on the psychological factors related to colonial status, the effects on indigenous political systems resulting from differing colonial policies, the transformations in rural economies due to industrialization, and the kind of social movements growing out of the colonial context. Lectures and discussion. Prerequisite: one course in anthropology or permission of instructor.

Anthropology 477. Selected Topics in Anthropology

Offered periodically as announced. Examples of courses currently planned for the future include the following: Peoples of Asia; Symbolic Anthropology; Medical Anthropology. Prerequisite: One course in anthropology or permission of instructor. May be repeated for different course content.

Anthropology 480. Directed Research Seminar in Anthropology

Students prepare a research proposal under faculty supervision: a problem is defined, the relevant literature summarized, a theoretical perspective developed, and a research design constructed. The research proposal developed in this course may be carried out for credit by enrolling in Anthropology 481. Prerequisite: Permission of instructor.

Anthropology 481. Directed Research in Anthropology (1-5)

Students carry out a research project involving the collection and analysis of data. Typically, this course is taken following Anthropology 480, using the proposal designed in that course as a basis for completing the research project. Prerequisite: Permission of instructor.

Anthropology 490. Senior Seminar in Anthropology (6)

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of anthropology to other fields of study. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor; or permission of instructor.

Anthropology 496. Internship in Community Anthropology

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

Anthropology 499. Individual Study (1-5)

Individual study under the direction of a faculty member. Prerequisite: Permission of the instructor and approval of the department and dean of Behavioral and Social Sciences.

Graduate Courses**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

This course is intended to provide the graduate student with an overview of the major techniques used for quantitative analysis in contemporary behavioral science. The course reviews and elaborates on basic tests of significance, measures of association, and techniques of data compilation and analysis. The final few weeks involve a practicum in the use of a selected technique of data compilation and analysis chosen by the student leading to skill in the use of that particular technique. Not open for undergraduate credit. Prerequisite: A college level course in statistics.

Behavioral Science 501. Philosophy and Methodology of Social Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences. Not open for undergraduate credit.

Behavioral Science 521.900. Anthropology for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary anthropology. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline.

BEHAVIORAL AND SOCIAL SCIENCES—ANTHROPOLOGY/SOCIOLOGY 121

Behavioral Science 540. Social Organization

Studies and theories of social organization. Includes analyses of large scale organization in relationship to participating individuals within the context of social change. This course provides credit for the M.A. in Behavioral Science but does not provide credit within the various departments of the school. Not open for undergraduate credit.

Behavioral Science 572. Proseminar for Marriage and Family Relations

Topics within the area of human relationships, with particular attention to human sexuality, communication, and the mores and values of subcultures in the United States which have potential applications or relevance to marriage and family therapy. Prerequisite: Senior or graduate standing.

Anthropology 577. Advanced Topics in Anthropology

Exploration at an advanced level of selected topics in anthropology. Prerequisite: permission of the instructor. May be repeated for different course content.

Anthropology 600. Core Course in Anthropology

Intensive exposure to broad content areas of anthropology. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in anthropology.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-9)

Anthropology 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY

To fulfill the requirements for the major in Sociology the student must complete nine courses in sociology acceptable to the department, including at least seven at the upper division level. The following core courses are required for all Sociology majors regardless of which focus (General, Family and Socialization, or Social and Health Institutions) the student elects to pursue:

CORE COURSES

- A. One introductory course in sociology
- B. One college level course in statistical analysis of data, approved by the department. Familiarity with computer programming and data processing is strongly recommended.
- C. Behavioral Science 300. Introduction to Research Methods
- D. Sociology 301. Theoretical Perspectives in Sociology
- E. Sociology 490. Senior Seminar

REQUIREMENTS FOR THE FOCUS IN GENERAL SOCIOLOGY

The focus in General Sociology is provided for students with broad academic and career interests. In addition to the five core courses (see *A* through *E* above), the following courses are also required:

- F. One upper division course which deals primarily with the relationship of the individual to social groups. The following courses fulfill this requirement:
 - Behavioral Science 311. Small Group Dynamics
 - Behavioral Science 312. Social Psychology
 - Behavioral Science 317. Socialization
 - Behavioral Science 318. Culture and Personality
- G. One upper division course which focuses on a major social institution. The following courses fulfill this requirement:
 - Sociology 363. Sociology of Religious Behavior
 - Sociology 364. Family and Society
 - Sociology 367. The Sociology of Health, Illness, and Medical Care
 - Sociology 465. Sociology of Law

- H. One upper division course which deals primarily with social structure or social process. The following courses fulfill this requirement:
 Sociology 323. Sociology of Power
 Sociology 440. Social Stratification and Class
 Sociology 441. The Sociology of Organizational and Administrative Behavior
 Sociology 443. Collective Behavior
 Sociology 444. Social Change
- I. Two additional upper division courses in sociology.

REQUIREMENTS FOR THE FOCUS IN SOCIAL AND HEALTH INSTITUTIONS

A major in Sociology with a Social and Health Institutions focus prepares the student for pursuing a variety of career opportunities within the social services and public health fields. In addition to the five core courses (see *A* through *E* above), the following courses are also required:

- F. Sociology 322. Social Service Policy and Issues
- G. One course selected from the following:
 Sociology 440. Social Stratification and Class
 Sociology 441. The Sociology of Organizational and Administrative Behavior
 Sociology 444. Social Change
- H. Three courses selected from the following:
 Sociology 327. Race and Ethnic Relations
 Sociology 334. Sociology of Total Institutions
 Sociology 355. Alcohol and Society
 Sociology 367. Sociology of Health, Illness, and Medical Care
 Sociology 368. Sociology of Mental Illness
 Behavioral Science 382. The Aged: Living and Dying
 Sociology 404. Sociology of Social Work

REQUIREMENTS FOR THE FOCUS IN FAMILY AND SOCIALIZATION

A major in Sociology with a focus on Family and Socialization prepares the student who plans to pursue a career in one of the community agencies serving parents and their offspring. In addition to the five core courses (see *A* through *E* above), the following courses are also required:

- F. The following basic courses are *both* required:
 Sociology 364. Family and Society
 Sociology 366. Childhood and Society
- G. One course selected from the following:
 Behavioral Science 312. Social Psychology
 Behavioral Science 317. Socialization
 Behavioral Science 318. Culture and Personality
- H. Two courses selected from the following:
 Behavioral Science 335. Cross-Cultural Perspectives of Family and Kin
 Sociology 362. Sex-Role Socialization
 Sociology 365. Sex Roles and Society
 Sociology 463. Social Change and the Family
 Sociology 464. Family and Stress

MINOR, CONCENTRATION, AUGMENTATION

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

In a program approved by the Sociology Department, four courses in sociology, at least three of which must be upper division. Courses designated for the minor must be completed with a grade of "C" or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Sociology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Sociology.

SOCIOLOGY COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division**Sociology 100. Perspectives in Sociology**

Survey of the nature of the field and the major concepts in sociology. An examination of the relationship between sociology and other disciplines. Selected investigations into various problem areas. Lectures and discussions. Not open to students with credit in Behavioral Science 101 or Sociology 200.

Behavioral Science 101. Perspectives in Anthropology and Sociology

An examination of the major concepts of anthropology and sociology. Comparison and contrast of anthropological and sociological approaches to various problems in the behavioral sciences. Lectures and discussions. May be used as a prerequisite for anthropology or sociology courses and as a partial fulfillment of the General Education requirement in the Behavioral Sciences. Not open to students with credit in Anthropology 100, 200, Sociology 100, 200, or Sociology/Anthropology 100.

Behavioral Science 200. Elementary Analysis of Data

Emphasis on the principles underlying measurement and interpretation of data, including tabular analysis and an examination of techniques used to determine cause, correlation and significance, and related aspects of data compilation and manipulation.

Sociology 220. Contemporary Social Issues

An examination of current social problems. Using sociological concepts, these issues are examined in terms of their relationship to social structure and social processes. Prerequisite: Sociology 100 or Behavioral Science 101 or permission of instructor.

Sociology 277. Contemporary Sociological Topics

Extensive analysis of selected contemporary topics in sociology. Subjects vary from term to term, but include such topics as intergroup relations among especially selected groups, the use of observational techniques in sociological research, analysis of specific social problems, etc. Prerequisite: one course in behavioral science or permission of instructor. May be repeated once on a different topic for credit.

Upper Division**Behavioral Science 300. Introduction to Research Methods**

Assumptions of scientific research and issues in philosophy of science. Examination of the relationships between theory and research within the fields of both sociology and anthropology with an emphasis on basic principles of research design, development of research instruments, and data collection. Prerequisite: An introductory course in sociology or anthropology or junior standing.

Sociology 301. Theoretical Perspectives in Sociology

An introduction to the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis on the terminology, assumptions, and implications of the dominant theoretical frameworks in contemporary sociology, such as conflict theory, structural-functionalism, and symbolic interaction. Prerequisite: One previous course in sociology.

Behavioral Science 302. Analysis of Survey Data

Problems and techniques of measurement, data processing, and analysis. Using various data sources, including student projects undertaken in Behavioral Sciences 300, students develop and refine indices of variables, process and analyze data, and prepare a report of their analyses. Lectures and laboratory. Prerequisite: Behavioral Science 300; or permission of instructor.

Behavioral Science 303. Participant Observation: Research Methods in the Study of Everyday Social Relations

Students develop skills in using humanistic sociology as they observe and analyze everyday social situations in the community. The major emphasis is on the development of proficiency in the use of participant observation techniques, on the analysis of the data collected, and on the writing of a final research report. Other topics include ethical problems involved in this type of research, problems of validity and reliability, and the uses and significance of this methodology for the individual and for social science. Prerequisite: One course in anthropology, political science, psychology, or sociology or permission of instructor.

Behavioral Science 311. Small Group Dynamics

Application of principles of social psychology to the understanding of small groups; experimentation and testing in group situations. Lectures and laboratory. Prerequisite: One course in political science, psychology or sociology or permission of instructor.

Behavioral Science 312. Social Psychology

Group application, group standards, social perception, reference groups, and other social influences on the behavior of individuals, and interactions among groups. Lectures and discussions. Prerequisite: One course in psychology or sociology or permission of instructor.

IN ST 313. Sociology of Religion

A study of the social dimension of religions, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, are examined; such topics as religion and social change, the social aspects of religious experience, and religious institutionalization are studied. Particular attention is given to the function of religion in contemporary secular societies. Lectures and discussion.

Behavioral Science 317. Socialization

This course involves an in-depth introduction to the socialization process along the following three avenues: 1) the effect of society on individual character, 2) the influence of individuals on the social structure, and 3) the subject of identity beyond roles. Lectures and discussions. Prerequisite: One course in psychology or sociology or permission of instructor.

Behavioral Science 318. Culture and Personality

A survey of the impact of psychology on anthropological studies. Focus on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Prerequisites: One course in anthropology or psychology or permission of instructor.

Behavioral Science 321. Community Politics

Comparative studies of mobilization and exercise of power at subnational levels. Emphasis on the metropolitan community in America. Spatial relationships. Special investigations. Lectures and discussions. Prerequisite: One course in political science or sociology; or permission of instructor. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement.

Sociology 322. Social Service Policy and Issues

A sociological analysis of the social problems and issues currently addressed by human services agencies. Includes examination of the social philosophy upon which the emergence of the field of human services is based, as well as the role of community resources and values in the development of "helping services" agencies. Alternative models for organizing human services in the future are explored. Prerequisite: One course in sociology or permission of instructor.

Sociology 323. Sociology of Power

An examination of the nature, sources and consequences of power, with emphasis placed on contemporary American society. Attention is given to the exercise of power on various levels of analysis, from face-to-face interaction to total societies. The relation of power to problems of social order and change is also considered. Prerequisite: One course in sociology or permission of instructor.

Sociology 324. Sociology of Deviance

A consideration of sociological approaches to the study of deviance. Emphasis is on the relationship of deviance to social structure and social processes. Prerequisite: One course in sociology or permission of instructor.

Sociology 325. Sociology of Crime

Examination of the social dimensions of crime. Various conceptual frameworks are considered and their implications for the study of crime assessed. Attention is given to the relationship between criminal behavior and the structure and organization of the criminal justice system. Prerequisite: One course in sociology and junior standing; or permission of instructor.

Sociology 326. Juvenile Delinquency

An examination of the major theoretical approaches to the study of delinquency. Emphasis is on the social factors involved in the emergence of delinquent behavior and the nature of the social responses to delinquency. Attention is given to delinquency as it relates to social order and social control. Prerequisite: One course in sociology and junior standing or permission of instructor.

Behavioral Science 327. Race and Ethnic Relations

An examination of interaction between peoples of differing race, ethnic, and cultural backgrounds. Attention is given to the development of American race relations, with a brief comparison of such relationships to those in other parts of the world. Lectures and discussions. Prerequisite: One course in anthropology or sociology or permission of instructor.

Sociology 328. Organization of Ethnic Groups

Theoretical and practical perspectives to the organization and social structure of ethnic groups. Emphasis is placed on analysis of institutions affecting ethnic populations. Prerequisite: One course in sociology or permission of instructor.

Sociology 329. Police and Society

An analysis of the relationship between law enforcement and the social structure of the community. Includes an examination of the relation of police to minority and ethnic groups, power and social elite, and political and social action movements. Prerequisite: one course in sociology or permission of instructor.

Behavioral Science 331. Political Sociology

The cultural and social bases of politics. Political processes in organized groups. Role of minorities in politics. Selected investigations. Lectures and discussions. Prerequisite: One course in anthropology, political science or sociology or permission of instructor.

Sociology 333. Mexican Americans in Contemporary Society

An exploration of the political, social, and cultural development of the Mexican-American. Emphasis is on modern social problems and sociological factors, with evaluation of various causes and solutions of problems. Lectures, discussions, and selected investigations.

Sociology 334. Sociology of Total Institutions

A consideration of the historical development and organizational structure of total institutions in the United States. Emphasis is on an analysis of correctional and psychiatric facilities from a sociological perspective. Opportunities are made available for field experience in selected institutions. Prerequisite: One course in sociology or permission of instructor.

Behavioral Science 335. Cross-Cultural Perspectives of Family and Kin

An introduction to the comparative study of kinship systems and non-kinship groups. Characteristics of the non-Western societies typically studied by anthropologists. Prerequisite: One course in anthropology or sociology or permission of instructor.

Behavioral Science 340. Psycholinguistics

Topics and theories in language and thought, including language acquisition in children, language comprehension and production, biological bases of language, meaning, linguistic relativity, and aphasia. Prerequisite: One course in anthropology, psychology, or sociology, or permission of instructor.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

An analysis of the effects of the cultural, political, economic and social environment of ghettos and barrios on the values, personal development and life styles of its residents. Both sociological and social-psychological approaches to explaining the existence of ghettos and barrios and their effects on individuals and society are explored. In addition to using participant observation studies as readings, the course attempts to draw some of its data from study of current conditions in the local community and from the experiences of individual students. Prerequisite: One course in the behavioral sciences or permission of instructor.

Sociology 354. Forms of Deviant Behavior

Behaviors discussed include homicide, suicide, drug abuse, mental illness, sexual deviance, and crimes against property. Both the deviant's and society's views are considered. Prerequisite: One course in sociology or permission of instructor.

Sociology 355. Alcohol and Society

Provides an overview of variations in drinking behavior in Western and non-Western societies. Emphasis is on problem drinking and alcoholism in America. Attention given to local community programs designed to cope with alcohol abuse. Prerequisite: One course in sociology or permission of instructor.

Sociology 362. Sex-Role Socialization

This course focuses on the process by which individuals learn the expected behaviors for someone of their sex. The role of parents, schools, peers, reference groups, and the media in the development of sex-typed behavior patterns is discussed. Sex-role development in infancy, childhood, adolescence, and adulthood is considered. Topics of interest include: "ideal" roles versus actual behavior patterns, sexual stereotypes, alternative viewpoints on sex-role development, deviations from traditional sex roles, the possible "costs" of rigid sex-role expectations, the future of sex-role relationships in the United States. Prerequisite: One course in sociology or permission of instructor.

Sociology 363. Religious Behavior

An overview of social science perspectives on religious behavior. Course includes a brief review of the relationship between social structure and religion, but focuses primarily on religious behavior in the context of American Society. Topics covered include the Protestant Ethic, and the social ethic as reflected in current religious activity, religious socialization and value systems, the structure and function of religious institutions and structural correlates of religious behavior. Prerequisite: One course in sociology or anthropology or permission of instructor.

Sociology 364. Family and Society

An introduction to various areas in the study of the family. Areas discussed include mate selection, marriage, parenthood and parent-child relations, family life during old age, and social class and ethnic variations in family patterns. Primary emphasis is on the contemporary American family. Prerequisite: One course in sociology or permission of instructor.

Sociology 365. Sex Roles and Society

Analysis of the cultural and social institutional maintenance of sex-role differences. Prerequisite: One course in sociology or permission of instructor.

Sociology 366. Childhood and Society

Focuses on a sociological approach to understanding the extent to which the larger social contexts and structures affect the contemporary child. Topics covered include childrearing in the commune, violence against children, factors that shape a child's social construction of reality, and the issue of children's rights. Prerequisite: One course in Behavioral Science or permission of instructor.

Sociology 367. The Sociology of Health, Illness, and Medical Care

A systematic study of the sociological aspects of health, illness, and the healing professions and organizations. Focus is on analysis of the social components of both physical and mental health and disease, the dynamics of the doctor-patient relationships, social epidemiology, and the organization of health care in the United States and in selected other countries. Lectures and discussion. Prerequisite: One course in sociology or permission of instructor.

Sociology 368. The Sociology of Mental Illness

This course focuses on the relationship between social group membership and mental illness. Topics covered include: differential social perceptions of mental illness; the nature of mental illness in other societies; the extent of mental illness in the United States; the frequency and type of traditional psychiatric complaints in various age, sex, and social class groups; variations in the nature of treatment given to these social groups; psychiatric treatment as a method of social control; the social effects of institutionalization on patients; mental illness as a learned behavior. Possible field visits to mental health agencies. Prerequisite: One course in sociology or permission of instructor.

Sociology 376. Police Processes and Systems

Philosophy, theory, and processes of American police agencies at the federal, state, and local level. Critiques of assumptions, policies, and practices, from a sociological perspective. Consideration of strategies for implementing change in police organizations. Prerequisite: One course in public administration or sociology or permission of instructor.

Sociology 378. Court Processes and Systems

Philosophy, theory, and processes of American court institutions, including prosecution and defense, at federal, state, and local level. Critique of assumptions, policies, and practices, from a sociological perspective. Consideration of strategies for implementing change in the judicial system. Prerequisite: One course in public administration or sociology or permission of instructor.

Sociology 379. Corrections Processes and Systems

Philosophy, theory, and processes of American correctional institutions at federal, state, and local level. Critique of assumptions, policies, and practices. Consideration of strategies for implementing change in correctional institutions. Prerequisite: One course in public administration or sociology or permission of instructor.

Behavioral Science 382. The Aged: Living and Dying

An overview of the aged and the aging process in diverse social settings. The course covers biological, intellectual, sexual, and social effects of aging as well as the role of the aged within the family, community, and institutions for the aged. It compares the aged of various cultures, including those few societies around the world where elderly people have found their Shangri-la. Finally the course considers the different ways in which the aged prepare for (or ignore) the final life process, dying. Prerequisite: One course in the behavioral sciences or permission of instructor.

Behavioral Science 400. Data Processing in the Behavioral Sciences

This course familiarizes the student with a wide range of data processing techniques and instruments including McBee keysort, card punching, card sorting, reproducing, time sharing, basic computer language, Fortran, SPSS and BMD processing packages. The primary goal is to provide the advanced behavioral science student with knowledge of data manipulation techniques. The course is modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (the course does not focus primarily on programming), some background in statistics and methodology is expected.

Sociology 401. Contemporary Sociological Theory

A systematic analysis of perspectives present in modern sociological theory. The emphasis is on the understanding and application of current theories to problems in sociology and in anthropology. This involves consideration of a variety of the most significant theoretical approaches in recent sociology. Lectures and discussion. Prerequisite: Three upper division courses in anthropology and/or sociology or permission of instructor.

Sociology 402. The Development of Social Thought

An examination of the emergence and growth of significant issues which characterized the development of social theory. The focus is on those aspects of social thought which continue to play a central role in the formulation of contemporary theory. Lectures and discussion. Prerequisite: Three upper division courses in anthropology and/or sociology or permission of instructor.

Sociology 403. Selected Topics in Sociological Theory

An intensive investigation of selected concerns within sociological theory. This involves an in-depth critique of designated theoretical issues as determined by the instructor. Lectures and discussion. Prerequisite: Sociology major and senior standing or permission of instructor. May be repeated for different course content.

Sociology 404. Sociology of Social Work

Examination of the basic concepts of social work practice in community and formal organizations; of implementation of social welfare policies of governmental and non-governmental agencies; of relationships and linkages among these various institutions; and of roles and goals of the practitioner in administering existing policies and programs. Prerequisite: One course in sociology or permission of instructor.

IN ST 420. Demography

Characteristics of population totals, densities, and distributions. Age, sex, and racial structures. Cause and effect relationships of changes over space and time. Population problems: health, age, and sex ratios; socio-economic and ethnic; over- and under-population. Demography of emerging, developed, and overdeveloped countries. Population impacts on the environment and environmental impacts on population. Development of mathematical models. Prerequisite: Behavioral Science 300 or Math 140 or equivalent.

Sociology 426. Sociology of Corrections

An examination of the socio-historical development, and organizational structure and function of corrections in Western society. Emphasis on line, administrative, and inmate interactions. Consideration of current issues in corrections. Prerequisite: One course in sociology and junior standing or permission of instructor.

Sociology 440. Social Stratification and Class

The study of social stratification through examination of the life styles and life chances of various social classes in America. Course topics include consideration of theories attempting to explain "who rules America," alienation in the middle and working classes, and the "hopelessness" of the lower, lower classes. In addition to drawing on selected research studies, the course attempts to make use of currently existing, local social stratification patterns as well as personal life style experiences of individual students. Prerequisite: One course in sociology or permission of instructor.

Sociology 441. The Sociology of Organizational and Administrative Behavior

Focus is on the behavior of persons operating within a variety of organizational settings such as hospitals, banks, insurance companies, penal institutions, social service institutions, and governmental units. While the perspective is sociological, examples and findings relevant to other academic fields (e.g., psychology, business administration, education) are employed, with emphasis on development of theoretical and methodological skills as strategies for organizational problem solving. Topics covered include: alternative models of organizational behavior; organizational power and authority; supervisory styles; work group behavior; communication networks; motivation, satisfaction, and morale of employees; and organizational change. One hour per week is devoted to films on organizational behavior, case studies of organizational problems, and group discussions. Prerequisite: One course in sociology or permission of instructor.

Sociology 443. Collective Behavior

Structure and boundaries of social groups. Special attention to characteristics of mobs, crowds, social movements, revolutions. Role of social unrest in developing and changing social organizations. Selected investigations. Lectures and discussions. Prerequisite: One course in sociology or permission of instructor.

Sociology 444. Social Change

Changes and trends in contemporary American society. Various approaches to change are examined, with attention given to change at different levels of organization. Current trends are examined in regard to their significance for the future. Prerequisite: One course in sociology or permission of instructor.

Sociology 450. Social Organization of Probation and Parole

Socio-historical and theoretical perspectives to the organization and function of probation and parole. Emphasis on the organization and function of those elements of the correctional process concerned with resocialization and reintegration of offenders. Prerequisite: Two courses in sociology or permission of instructor.

Sociology 463. Social Change and the Family

Discussion focuses on change in the family as a social institution. Particular attention is given to the impact of urbanization, industrialization, and political ideology on family organization and behavior. The future of the family is also considered. Prerequisite: One course in sociology of the family or permission of instructor.

Sociology 464. Family and Stress

Analysis of family ability to withstand external and internal stress; community structure and family location in the community as factors in the development of and response to stress; and the relationship of individual adjustment to family reaction to stress. Discussion focuses on, for example, the following kinds of stress situations: divorce, death of a spouse or child, physical disaster, long-term physical or mental illness, chronic unemployment, and imprisonment. Prerequisite: One course in sociology of the family or permission of instructor.

Sociology 465. Sociology of Law

An analysis of the role of law in society. Examination of the relationships between law and social control, social value systems, and social change are examined. Special emphasis on the legal profession, courts, and police in relation to the law. Prerequisite: One course in sociology and junior standing or permission of instructor.

Sociology 477. Selected Topics in Sociology

Offered periodically as announced. Examples of possible topics include: Sociology of Mass Communications; Role and Reference Group Behavior; Social Movements; Family and Stress. Prerequisite: One course in sociology or permission of instructor. May be repeated for different course content.

Sociology 480. Directed Research Seminar in Sociology

Students prepare a research proposal under faculty supervision: a problem is defined, the relevant literature summarized, a theoretical perspective developed, and a research design constructed. The research proposal developed in this course may be carried out for credit by enrolling in Anthropology 481. Prerequisite: Permission of instructor.

Sociology 481. Directed Research in Sociology (1-5)

Students carry out a research project involving the collection and analysis of data. Typically, this course is taken following Sociology 480, using the proposal designed in that course as a basis for completing the research project. Prerequisite: Permission of instructor.

Sociology 490. Senior Seminar in Sociology (6)

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of sociology to other fields of study. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor or permission of instructor.

Sociology 496. Internship in Applied Sociology

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

Sociology 499. Individual Study (1-5)

Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of the Department and Dean of Behavioral and Social Sciences.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

This course is intended to provide the graduate student with an overview of the major techniques used for quantitative analysis in contemporary behavioral science. The course reviews and elaborates on basic tests of significance, measures of association, and techniques of data compilation and analysis. The final few weeks involve a practicum in the use of a selected technique of data compilation and analysis chosen by the student leading to skill in the use of that particular technique. Not open for undergraduate credit. Prerequisite: A college level course in statistics.

Behavioral Science 501. Philosophy and Methodology of Social Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences. Not open for undergraduate credit.

Behavioral Science 512. Advanced Social Psychology

An exploration of theory and research concerning the individual in a social context. Selected topics will be considered in detail, with emphasis on contemporary issues in social psychology. Prerequisites: Behavioral Science 312 (or equivalent) and consent of instructor.

Sociology 524. Seminar on Deviance

An in-depth examination of major theoretical positions advanced in the sociology of deviance. Emphasis is placed on the research and policy implications which follow from these statements. Prerequisite: One course in the sociology of deviant behavior or permission of instructor.

Behavioral Science 525.900. Sociology for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary sociology. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the

second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline.

Behavioral Science 540. Social Organization

Studies and theories of social organization. Includes analyses of large scale organization in relationship to participating individuals within the context of social change. The course provides credit for the M.A. in Behavioral Science but does not provide credit within the various departments of the school. Prerequisite: Open only to students admitted to the program leading to the M.A. in Behavioral Science; or permission of instructor.

Sociology 541. The Sociology of Complex Organizations

Emphasis on intensive examination of service organizations, i.e., organizations which have people as their primary product (mental institutions, schools, hospitals, prisons, etc.). Analysis includes consideration of both formal and informal structure, the effect of the organization and its goals on both the staff and the people being served, as well as the implications for the larger society and service-oriented bureaucratic organizations. Field work required. Prerequisite: One course in complex organizations or permission of instructor.

Sociology 544. Social Conflict and Social Change

Examination of the sources of violent and non-violent movements in social systems. Attention concentrated on analysis of the role of violence and non-violence in providing impetus for large scale structural changes in modern industrial societies. Emphasis on assessing the functional and dysfunctional aspects of these two forms of conflict. Prerequisite: One course in Social Change, Sociology of Power, or Social Stratification; or permission of instructor.

Behavioral Science 572. Proseminar for Marriage and Family Relations

Topics within the area of human relationships, with particular attention to human sexuality, communication, and the mores and values of subcultures in the United States which have potential applications for relevance to marriage and family therapy. Prerequisite: Senior or graduate standing.

Sociology 577. Advanced Topics in Sociology

Exploration at an advanced level of selected topics in sociology. Prerequisite: Permission of instructor. May be repeated for different course content.

Sociology 600. Core Course in Sociology

Intensive exposure to broad content areas of sociology. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in sociology.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-9)

Sociology 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

REQUIREMENTS FOR THE MAJOR IN CRIMINAL JUSTICE

For a major in Criminal Justice a student must demonstrate familiarity with the basic principles and techniques underlying a broad interdisciplinary approach to the study of criminal justice, including competency in statistics. To fulfill the requirement for the major, a student must complete at least ten courses acceptable to the department (see list below) in addition to a course in statistics. Students are also encouraged to take the augmented major involving twenty additional units selected from among courses relevant to personal and professional goals.

At the end of the sophomore year or at the beginning of the junior year, a student who declares Criminal Justice as his major is expected to plan a program of study in consultation with an advisor assigned by the department. Specifically, the following are required:

- A. Behavioral Science 300. Introduction to Research Methods
- B. Criminal Justice 371. Theoretical Perspectives in Criminal Justice
- C. One college-level course in statistical analysis of data, approved by the department. Familiarity with computer programming and data processing is strongly recommended.
- D. Two courses from among the following, which deal with issues related to definitions, development of, and response to criminal or delinquent behavior:
 - Psychology 315. Abnormal Psychology
 - Psychology 316. Personality
 - Psychology 444. Psychology of Aggression
 - Sociology 324. Sociology of Deviance
 - Sociology 325. Sociology of Crime
 - Sociology 326. Juvenile Delinquency
- E. Two courses from among the following, which have relevance for the relationship between the public and criminal justice agencies:
 - Behavioral Science 327. Race and Ethnic Relations
 - Behavioral Science 351. Social Psychology of the Ghetto/Barrio
 - History 366. The Chicano Experience Since 1846
 - History 459. Crime in America
 - History 466. Black History Since 1865
 - History 458. Selected Topics: Violence and Coercion in the American Past
 - Sociology 328. Organization of Ethnic Groups
 - Sociology 443. Collective Behavior
 - Sociology 464. Family and Stress
- F. Three courses selected from among the following:
 - Behavioral Science 321. Community Politics
 - BPA 471. Criminal Justice Administration
 - BPA 472. Administrative Law
 - BPA 475. Policy and Planning in the Criminal Justice System
 - Economics 335. The Economics of Crime
 - IN ST 375. Administrative Processes in Government
 - Philosophy 334. Law and Morality: Rights and Responsibility
 - Philosophy 335. Philosophy of Law
 - Political Science 314. Judicial Politics
 - Political Science 315. Civil Liberties
 - Sociology 329. Police and Society
 - Sociology 334. Sociology of Total Institutions
 - Sociology 376. Police Processes and Systems
 - Sociology 378. Court Processes and Systems
 - Sociology 379. Corrections Processes and Systems
 - ✓ Sociology 426. Sociology of Corrections
 - ✓ Sociology 450. Social Organization of Probation and Parole
 - ✓ Sociology 465. Sociology of Law
- G. Criminal Justice 490. Senior Seminar in Criminal Justice

MINOR, CONCENTRATION, AUGMENTATION

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

CRIMINAL JUSTICE COURSES

NOTE: Among the courses comprising the Criminal Justice major (see above), those not found elsewhere in the catalog are listed separately below.

Criminal Justice 371. Theoretical Perspectives in Criminal Justice

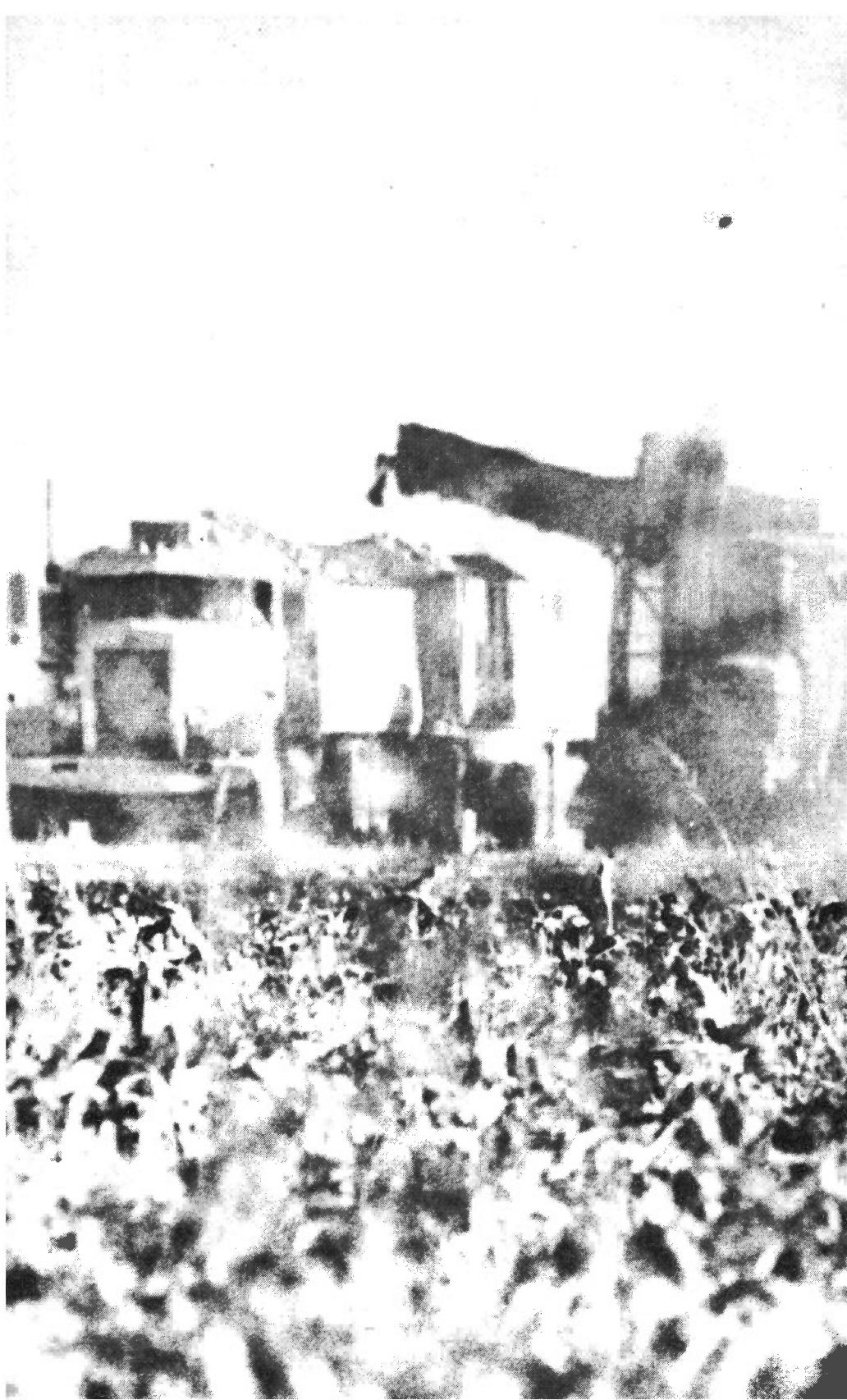
A systematic examination of the major criminal justice systems. Analysis of the particular theoretical frameworks which guide the police, courts, and corrections in American society. Attention is directed at the relationship between day-to-day functions of the police, courts, and corrections on the one hand and theoretical schemes on the other. Prerequisite: One course in sociology or permission of instructor.

Criminal Justice 490. Senior Seminar in Criminal Justice

Consideration of the nature of criminal justice and its relationship to other fields of study, with integration of material from other courses. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor.

Criminal Justice 496. Internship in Criminal Justice

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.





SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

The School of Business and Public Administration offers an educational program designed to prepare students to become professional administrators who are prepared to serve in all sectors of organized human endeavor. The School emphasizes the development of a college graduate who will be: (1) equipped and willing to make decisions in the areas of policy formulation and the conduct of the affairs of business and public organizations; (2) aware of the social, economic, political, and philosophical implications and interrelationships involved in his decisions; and (3) analytic in orientation and cognizant of the conceptual foundations of his areas of application.

Two undergraduate degrees are offered. They are:

- (1) Bachelor of Science in Business Administration with concentrations in:

Accounting	Finance
Agribusiness	Management and Operations Analysis
Economics	Marketing

- (2) Bachelor of Arts in Public Administration

At the Master's level, three programs are offered:

- (1) Master of Business Administration (MBA)
- (2) Master of Science in Administration—Public Administration
- (3) Master of Science in Administration—Health Care Management

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION *

The curriculum is designed for students who wish to complete the requirements for a Bachelor of Science degree with a major in Business Administration. This curriculum has two major components: (1) a number of required courses which provide a foundation for understanding business organizations and their operations, and (2) a concentration of courses which permits an in-depth study of a selected aspect of business activities. The foundation courses required of all degree majors and the areas of specialization are identified below. (Please note that all Business Administration majors must take at least 75 quarter hours of their program in courses offered by the School of Business and Public Administration or the Department of Economics, and must take at least 75 quarter hours in courses offered outside business and economics.)

Foundation Requirements

The following courses or their equivalents must be completed:

Accounting: BPA 201 and 202

Economics: Econ. 101 and 102

Statistics: BPA 230 or Math 140

Mathematics: Econ 300 or Math 120

Familiarity with computer programming and data processing is strongly recommended.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION

A. UPPER DIVISION CORE COURSES:

BPA 320	Management Science I
BPA 322	Management and Organizational Behavior
BPA 340	Marketing Management
BPA 370	Legal Environment of Business
IN ST 375	Administrative Processes in Government
BPA 381	Financial Management
BPA 490	Senior Seminar in Business Administration

* Accredited by the American Assembly of Collegiate Schools of Business.

B. UPPER DIVISION ELECTIVES

In addition to completing the foundation and core requirements specified above, students must complete four additional courses in business and/or economics for a minimum of eleven upper division courses, totalling at least 55 quarter units.

C. BUSINESS ADMINISTRATION DEGREE OPTIONS

(1) For a degree in Business Administration *without concentration* a student may select any set of four upper division courses in business administration or economics.

(2) Students may specialize in an area of concentration. These areas and their specific course requirements are listed below:

ACCOUNTING

Additional Foundation Course: One college level course in computer technology approved by Accounting faculty, e.g., Math 110, Math 210.

Required of all students concentrating in Accounting:

BPA 301	Intermediate Accounting I
BPA 302	Intermediate Accounting II
BPA 303	Managerial Accounting
BPA 304	Federal Income Tax Accounting I

And two additional courses selected from the following:

BPA 305	Federal Income Tax Accounting II
*BPA 400	Advanced Accounting
BPA 401	Advanced Managerial Accounting
*BPA 408	Auditing
Recommended Elective: BPA 372 Business Law	

*Recommended for those students planning to enter public accounting.

AGRIBUSINESS

Required of all students concentrating in Agribusiness:

BPA 366	Agricultural Prices and Marketing
BPA 367	Agricultural Production Analysis
BPA 468	Contemporary Problems in Agribusiness

And one course selected from the following:

BPA 321	Management Science II
BPA 325	Small Business Management
BPA 450	Marketing Planning and Problem Solving
BPA 467	Interregional Trade in Agribusiness
Econ 361	Managerial Economics

ECONOMICS

Required of all students concentrating in Economics:

Econ 301	Advanced Value and Distribution Theory
Econ 302	Advanced National Income Theory

And any two (2) additional 300- or 400-level economics courses

FINANCE

Required of all students concentrating in Finance:

BPA 382	Money and Capital Markets
BPA 383	Investments
BPA 481	Advanced Financial Management

And one course selected from the following:

BPA 380	Social Insurance
BPA 384	Risk and Insurance
BPA 386	Financial Institutions
BPA 480	International Finance
BPA 482	Security Analysis and Portfolio Management
BPA 484	Risk Management

BPA 485	Real Estate Financing and Investing
BPA 486	Real Estate Capital Markets

MANAGEMENT AND OPERATIONS ANALYSIS

Four courses selected from the following:

BPA 321	Management Science II
BPA 323	Personnel Management
BPA 325	Small Business Management
BPA 420	Leadership and Communication in Organizations
BPA 424	Labor Relations and Collective Bargaining
BPA 426	Problems in Personnel Management
BPA 430	Advanced Statistical Decision Analysis
BPA 431	Administrative Computer Techniques
BPA 476	Public Personnel Administration
BehSci 312	Social Psychology
Soc 441	Sociology of Complex Organizations
Econ 361	Managerial Economics

MARKETING

Required of all students concentrating in marketing:

BPA 350	Consumer Behavior
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And three courses selected from the following, including either BPA 445 or 450 or both

BPA 352	Marketing Communications Strategy
BPA 353	Management of the Sales Function
BPA 354	Marketing Channels and Institutions Management
BPA 356	New Product and Pricing Decisions
BPA 366	Agricultural Prices and Marketing
BPA 445	Marketing Research and Control
BPA 450	Marketing Planning and Problem Solving
BPA 460	International Marketing
BPA 474	Business and Society
Econ 301	Advanced Value and Distribution Theory
Econ 361	Managerial Economics

MINOR IN BUSINESS ADMINISTRATION

A minor in Business Administration is available for candidates for a B.A. degree. (A minor is not required of students majoring in Business Administration.)

A student desiring a minor in Business Administration should take at least four upper division courses in Business and Public Administration for which he meets the required prerequisites, after obtaining approval from his major department.

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Business Administration has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Business has been approved for a CSB graduate in Business Administration.

BACHELOR OF ARTS IN PUBLIC ADMINISTRATION *

The Bachelor of Arts (B.A.) in Public Administration is intended to prepare undergraduate students for public service careers as well as to upgrade the knowledge and skills of professional personnel already employed in government organizations.

Foundation Requirements

The following courses or their equivalents must be completed.

Accounting:	BPA 201
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* The Bachelor of Arts in Public Administration consists of work in Business and Public Administration augmented by interdisciplinary and Behavioral Sciences courses, and thus meets the requirements of a Bachelor of Arts degree as outlined on Page 59 of the catalog.

Economics:	Econ 101 and 102
Statistics:	BPA 230 or Math 140
Political Science:	Pol Sci 100

Any student particularly interested in the application of quantitative methods and systems analysis to the public sector or who plans to enter a graduate program should enroll in Math 120 or Econ 300 and gain a familiarity with computer programming.

REQUIREMENTS FOR THE MAJOR IN PUBLIC ADMINISTRATION

UPPER DIVISION CORE REQUIREMENTS:

BPA 322	Management and Organizational Behavior
IN ST 375	Administrative Processes in Government
BPA 476	Public Personnel Administration
BPA 478	Budgeting in Public Organizations
BPA 491	Senior Seminar in Public Administration

Any two additional courses selected from the following:

BPA 370	Legal Environment of Business
BPA 471	Administration of the Criminal Justice System
BPA 472	Administrative Law
BPA 473	Public Administrators, the Press, and Community Pressure Groups
BPA 475	Policy and Planning in the Criminal Justice System
BPA 479	Urban Planning and Public Policy
BPA 496	Directed Study in Administration
BPA 571	Seminar in Criminal Justice Administration

UPPER DIVISION ELECTIVES: Any three approved upper division courses from Business and Public Administration or Behavioral and Social Sciences:

Total required upper division course units for B.A. in Public Administration: 51

MINOR IN PUBLIC ADMINISTRATION

It is recommended that a student who desires a minor in Public Administration (a minor is not required of students majoring in Public Administration) take the following courses:

IN ST 375	Administrative Processes in Government
BPA 467	Public Personnel Administration
BPA 478	Budgeting in Public Organizations
BPA 491	Senior Seminar in Public Administration

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration is designed as a generalist graduate business program appropriate for individuals seeking to become managers. The program focuses on the broad concepts of management and business organization, with attention given not only to production and marketing but also to the human elements. The program also considers forces in the external environment which affect the operations of private enterprise.

Admission to the Program

To be eligible for admission to the program, a student must possess a baccalaureate degree from an accredited college or university and must show high promise of academic success. Typical standards for determining promise of academic success are:

- (1) A satisfactory grade point average (based upon a four-point scale) comprising at least one of the following:
 - (a) A grade point average of 2.50 in all undergraduate course work, or
 - (b) A grade point average of 2.75 in all upper division course work.
- (2) A satisfactory score on the Graduate Management Admissions Test.

The program is designed to accommodate the part-time as well as the full-time student. Classes will be scheduled in the late afternoon and evening. Full-time students who have completed the foundation requirements may complete the degree program in four quarters.

The Program

The Master of Business Administration program has two interrelated sets of core requirements: (1) an undergraduate foundation of courses which assures that each student begins graduate-level work with a basic understanding of business management, and (2) a core of graduate courses designed to treat the array of business management functions in depth.

Foundation Requirements

The following courses or their equivalents must be completed before students may enroll in graduate-level courses offered for the degree:

Mathematics and Statistics:	BPA 523
Accounting:	BPA 500
Economics:	Econ 500
Management Science:	BPA 320
Management Organizational Behavior:	BPA 322
Marketing:	BPA 340
Legal Environment of Business:	BPA 370
Financial Management:	BPA 381

Graduate Requirements

Forty-five (45) units of approved graduate work are required for the Master of Business Administration. Thirty-five (35) of these units must be in 600-level courses from Business and Public Administration; the remaining ten (10) units may be in approved 400- and 500-level courses. All candidates for the degree must complete the following core courses:

BPA 613	Accounting for Management Decision Makers
BPA 622	Managerial and Organizational Performance
BPA 631	Management Science Methods
BPA 640	Seminar in Marketing Management
BPA 680	Financial Policy
BPA 690	Business Policy

MASTER OF SCIENCE IN ADMINISTRATION PUBLIC ADMINISTRATION OPTION

The Master of Science in Administration—Public Administration offers a broad program appropriate for the individuals aspiring to professional administrative positions in the government or "volunteer" sectors. The program is designed to develop the special abilities required for performance in organizations having both economic and social objectives.

Admission to the Program

Requirements for admission to the Public Administration program are the same as those to the Business Administration program except that applicants in the Public Administration area must take the Graduate Record Examination rather than the Graduate Management Admission Test.

The Program

The program includes both a common core of foundation requirements designed to insure a commonality of background educational experience and a core of graduate requirements designed to provide maximum breadth of topic coverage.

Foundation Requirements

The following courses, or their equivalents, must be completed before students may enroll in graduate courses offered for the degree:

Mathematics and Statistics:	BPA 523
Management:	BPA 322
Economics:	Econ 500
Accounting:	BPA 500
Public Administration:	IN ST 375

Graduate Requirements

Forty-five (45) units of approved course work are required for the Public Administration option. All candidates for the degree must complete the following six core courses:

BPA 622	Managerial and Organizational Performance
BPA 630	Statistical Analysis for Managerial Decisions
BPA 671	Seminar in Public Administration
BPA 673	Personnel Resources Planning and Collective Bargaining in the Public Sector
BPA 679	Public Budgeting and the Administration of Financial Resources
BPA 691	Seminar in Public Policy Analysis

In addition, the candidate must complete any other three approved courses at the 400 level or higher.

HEALTH CARE MANAGEMENT OPTION

The Master of Science in Health Care Management is designed to develop managerial skills of those who elect to enter the rapidly growing private and public health care field.

Admission to the Program

Requirements for admission to the program are the same as those for admission to the Business Administration and Public Administration programs except that the student has the option of taking either the Graduate Management Admission Test or Graduate Record Examination.

The Program

As with the other graduate programs, the Health Care Management option has both undergraduate foundation requirements and the required common core of graduate requirements.

Foundation Requirements

The following courses, or their equivalents, must be completed before students may enroll in graduate courses offered for the degree:

Mathematics and Statistics:	BPA 523
Accounting:	BPA 500
Economics	Econ 500
Health Services Administration:	HSA 201
Budgeting or Finance	BPA 381 or BPA 478

Graduate Requirements

Forty-five (45) quarter units of approved graduate work are required for Health Care Management. Thirty (30) of these units must be in 600-level courses from Business and Public Administration; the remaining fifteen (15) units may be in approved 400- or 500-level courses. All candidates for this degree must complete the following core courses:

HSA 408	Systems Management in Health Administration
BPA 622	Management and Organizational Performance
BPA 626	Administration of Health Care Organizations and Agencies
BPA 623	Seminar in Personal Management
or BPA 673	Personnel Resources Planning and Collective Bargaining in the Public Sector
BPA 687	Seminar in Financial Issues in Health Care
BPA 692	Graduate Seminar in Health Care Planning, Policy, and Legal Requirements

NOTE: An undergraduate program in Health Services Administration is offered as an option within the B.S. in Health Sciences in the School of Natural Sciences and Mathematics.

COURSES

NOTE: All courses in the School not otherwise designated carry five quarter units of credit.

Experiential Learning

Credit for prior work experience is available in the School of Business and Public Administration:

BPA 289	1-5 units of lower division credit
BPA 489	1-5 units of upper division credit

Interested students should contact the Office of the School Dean.

Lower Division**BPA 100. Perspectives in Business**

The conceptual foundations of business are covered, with consideration of the roles and social responsibilities of business in modern society. An explanation of American business enterprises and their functions. Case studies and practical problems illustrating current practices and functional interrelationships in important areas of business organizations. Relation of the study of business to other disciplines. Not open to upper division BPA students.

BPA 201. Introduction to Financial Accounting

The nature and purposes of financial information systems, the accounting cycle, the theory, analysis and interpretation of financial statements.

BPA 202. Introduction to Planning and Control Systems

After an introduction to the basic management information systems concepts, the course focuses on cost systems, profit planning, cost behavior, cost analyses, and performance measurement. Prerequisite: BPA 201, Economics 101, and Mathematics 105.

BPA 203. Business Law I

Law of contracts, agency, sales and security devices; their applications to business transactions.

BPA 204. Business Law II

Law of real and personal property, commercial paper, bankruptcy, bailments, and liens. Satisfies the requirement of Business Law for the California real estate broker license.

BPA 230. Statistical Decision Analysis

An examination of elementary stochastic methods and inferential models as applied in business analysis and decision making. Not open to students who have already taken statistics.

BPA 280 (formerly BPA 377.003). Personal Finance

Primary emphasis is on the concepts relevant to individual and family financial decision making. Financial planning, including the use of consumer credit, purchase of major durable goods, the use of mortgage credit, and anticipation of retirement are considered. To insure an understanding of the course material, real world examples are explored through case studies and outside speakers.

Upper Division**BPA 301. Intermediate Accounting I**

Financial accounting theory, concepts and underlying issues, together with an evaluation of the special problems that arise in applying accounting concepts. Prerequisite: Two prior courses in accounting, Economics 101, and Mathematics 105.

BPA 302. Intermediate Accounting II

Continuation of BPA 301. Prerequisite: BPA 301.

BPA 303. Managerial Accounting

Internal accounting, with emphasis on generation of information for managerial planning and control. Cost accumulation through conventional systems; comparison of budgeted and historical data; introduction of standards; and analyses of variances. The concepts of direct costing, responsibility accounting, and distribution costs. Prerequisite: Two prior courses in accounting, Economics 101, and Mathematics 105.

BPA 304. Federal Income Tax Accounting I

Basic concepts applicable to all taxpayers, with particular emphasis on the individual taxpayer. Prerequisite: BPA 202 or permission of instructor.

BPA 305. Federal Income Tax Accounting II

Taxation of partnerships, corporations, estates and trusts. Prerequisite: BPA 304.

BPA 320. Management Science I

An introduction to the use of mathematical and statistical models in managerial decision making. Emphasis is on the formulation of mathematical models from an applied viewpoint with regard to allocation, competition, inventory, project management, and transportation problems. Probability theory, management information systems, PERT, inventory control models, and linear programming are among the models examined. Prerequisites: Math 120 or Econ 300 and Math 140 or BPA 230.

BPA 321. Management Science II

A continuation of BPA 320, with emphasis on non-linear programming, dynamic programming, games and strategies, Markov analysis, queuing and simulation models. Prerequisite: BPA 320.

BPA 322. Management and Organizational Behavior

Fundamental concepts applied to management processes and organizational relationships. Operating structures, individual motivation and control, group interactions, communication systems, conflict elements and their resolution, are examined in the course. Applications to real situations, taking into account the impact of internal and external forces. Prerequisite: Junior standing.

BPA 323. Personnel Management

Policies and practices affecting the management of manpower resources in business organizations. A survey of the employment process, compensation and motivation systems, employee training and development practices, performance appraisal methods, and union-management relations. Prerequisite: BPA 322 or permission of instructor.

BPA 325. Small Business Management

A comprehensive study of the managerial considerations for the small business entrepreneur. Acquisitions, location, legal considerations, staffing, finances, taxation, marketing, labor relations, and other topics of interest to small business management will be analyzed.

BPA 340. Marketing Management

A study of the nature and role of marketing in advanced economies in a managerial context. Analysis of consumer wants, motivation and purchasing power, and introduction to and formulation of optimizing mixes between product, pricing, distribution, and promotional variables. Prerequisite: Junior standing.

BPA 350. Consumer Behavior

An analysis of the individual and aggregate market behavior of consumers and of the use of theoretical and empirical consumer information in developing marketing policy and strategy. Prerequisite: BPA 340.

BPA 352. Marketing Communications Strategy

An integrated approach to planning and creating the firm's total marketing communications program, primarily advertising, sales promotion, and public relations. Surveys the entire field of promotion in its social and management context and develops the creative approach, strategy, and tactics necessary to realize the objectives of the marketing program. Prerequisite: BPA 340.

BPA 353. Management of the Sales Function

Managerial and analytical orientation. Emphasis on sales planning, analysis, and control, including market and sales forecasting, territorial layout and quantitative analysis of the field sales force, with special attention to profitability studies of product line, territories, and salesman effectiveness. Prerequisite: BPA 340.

BPA 354. Marketing Channels and Institutions Management

A critical analysis and evaluation of concepts, theories and strategies that influence the wholesaler's and retailer's decisions pertaining to current and emerging issues. Analysis of problems in management of the movement and handling of goods from point of production to point of consumption or use, including the management of retailing and wholesaling institutions. Development of strategy for choice of effective channels. Prerequisite: BPA 340.

BPA 356. New Product and Pricing Decisions

The course deals with analytical methods for the solution of marketing problems with emphasis on new product and pricing decisions. The new product portion of the course deals explicitly with product innovation and diffusion of innovations. The pricing section of the course examines the environment of pricing; effect of legislation; contributions to pricing from economic theory, management science, and the behavioral sciences. Prerequisite: BPA 340.

BPA 366. Agricultural Prices and Marketing

Agricultural price determination and forces affecting change. Organization of commodity and farm supply markets. Role of government policy in marketing. Framework for analyzing agriculture problems.

BPA 367. Agricultural Production Analysis

Developing the tools for effective organization of agricultural production, emphasizing the economic principles involved. Includes farm management information, enterprise budgeting, use of computers in operations, risk and uncertainty, acquisition of capital and other resources.

BPA 370. Legal Environment of Business

Designed to acquaint the student with the legal aspects of business operations and with the legal rights, obligations, and responsibilities of a member of society in his relationships with others. Prerequisite: Junior standing.

IN ST 371. Theoretical Perspectives in Criminal Justice

A systematic examination of the major criminal justice systems. Analysis of the particular theoretical frameworks which guide the police, courts, and corrections in American society. Attention is directed at the relationship between day-to-day functions of the police, courts, and corrections on the one hand and theoretical schemes on the other. Prerequisite: One course in public administration or sociology or permission of the instructor.

BPA 372. Business Law

An introduction to business law to include the law of contracts, agency, sales, property, trusts, estates, bailments, commercial paper, liens, and bankruptcy. Not open to students who have taken two lower division business law courses.

IN ST 373. Business in American Life

An interpretation about how business considered as a profit-seeking activity has influenced the tenor and quality of life in the United States from the period of the Revolution to the recent past. Carries credit in either History or Business and Public Administration.

IN ST 375. Administrative Processes in Government

This course provides an introduction to the field of public administration and assumes no previous familiarity with the subject. Topics surveyed include the role of government in American society, the historic development of the public service, management issues related to modern governmental enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on readings and cases pertaining to local and state administration, although issues involving the federal level are discussed where appropriate. Satisfies U.S. Constitution and California Government portion of the American Institutions requirement.

BPA 380. Social Insurance

Theory and practice of programs designed to alleviate economic insecurity, such as OASDHI, workmen's compensation, unemployment insurance, and public assistance. Prerequisite: Junior standing.

BPA 381. Financial Management

Theoretical and practical concepts underlying the analysis of the acquisition, management, and disposition of funds by the corporate financial manager. Prerequisites: BPA 201 and 202.

BPA 382. Money and Capital Markets

Analysis of money and capital markets. Application of interest theory and flow of funds analysis to the markets for stocks, bonds, mortgages and other financial instruments. Prerequisite: BPA 381.

BPA 383. Investments

Supply and demand for capital. Principles of analysis of various types of securities, securities markets, and financial institutions. Formulation of investment strategies. Prerequisite: BPA 381 or permission of instructor.

BPA 384. Risk and Insurance

An introduction to risk management, with emphasis on the application of insurance in coping with uncertainty. Prerequisite: Junior standing.

BPA 386. Financial Institutions

A survey of financial institutions, with emphasis on operating practices and interrelationships. Special attention given to differences among institutions: commercial banks, savings and loans, investment firms, etc. Additional emphasis on local financial institutions. Prerequisite: BPA 381.

BPA 393 (formerly BPA 477.009). Intercollegiate Business Policy Games (2)

This course consists of a three-quarter sequence during which a team of students prepares for and competes in International Business Policy Games. The fall and winter quarter segments are taught locally and consist of lecture and discussion geared toward preparation of the student team to compete in the computerized game competition held in Reno, Nevada, in early spring. Offered on a credit, no-credit basis only. May be repeated for credit. Prerequisite: Permission of instructor.

BPA 400. Advanced Accounting

Special problems of accounting for partnerships, combined corporate entities, fiduciaries, special sales contracts, and governmental units. Prerequisite: BPA 302.

BPA 401. Advanced Managerial Accounting

The generation, communication and use of accounting data in the management functions. The application of quantitative techniques to management problems such as segment reporting, distribution costs, capital budgeting, and pricing policy. Prerequisites: BPA 202 or 303, BPA 320, BPA 322, and BPA 381.

BPA 408. Auditing

The fundamentals of auditing theory and practice; ethical standards, auditing standards, auditing techniques, and the audit report; special emphasis on independent audits by CPAs and the CPA's role in society. Prerequisites: Accounting Core, BPA 320, and demonstrated computer proficiency.

BPA 420. Leadership and Communication in Organizations

The examination of leadership practices and their effect. The emphasis is on both theories and techniques associated with effective leadership and communication in both public and private organizations in order to foster positive interpersonal relationships throughout the organization. Readings, discussion, and case analysis. Prerequisite: BPA 322 or permission of instructor.

BPA 424. Labor Relations and Collective Bargaining

Dynamics of the relationship between unions and management. Emphasis is on understanding the forces affecting the actions and decisions of the parties to labor contracts and labor negotiations. Includes a study of labor organizations, labor legislation, labor management, negotiating issues and practices, with special attention to the social, political, and organizational practices which influence labor-management relations. Prerequisite: BPA 322.

BPA 426. Problems in Personnel Management

Current problems affecting personnel policy, strategy, and decision making are examined: labor market analysis, manpower planning, job design, personnel appraisal, employee surveys, and organization development. Case analysis and presentation, research reports, and discussion of contemporary issues. Prerequisites: BPA 322 and senior standing.

BPA 430. Advanced Statistical Decision Analysis

The application of statistical methods employed in the making of managerial decisions. Emphasis is on applications and limitations of Bayesian and traditional multivariate statistical techniques. Prerequisites: Math 120 or Econ 300 and Math 140 or BPA 230.

BPA 431. Administrative Computer Techniques

Introduction to the logic and practice in digital computer solution of problems encountered in accounting, inventory, sales, and other operational aspects of a firm. Use of a procedure-oriented artificial language such as COBOL or PL/1 to solve problems of graduated difficulty. Prerequisite: BPA 202.

BPA 435. Production and Material Control

Development and operation of systems for production control, with special emphasis upon comprehensive problems relating to: design of production systems, production planning and control, plant layout and materials handling, work measurement and incentive wages. Prerequisite: BPA 320 or permission of instructor.

BPA 445. Marketing Research and Control

A study of the concepts underlying the collection and analysis of data for marketing decision making and control. Surveys the application of scientific methodology as an aid to problem formulation, exploratory research, basic observational and sampling requirements, data analysis, interpretation, reporting, and control. Prerequisites: Basic statistics; BPA 340, BPA 320, BPA 430 recommended.

BPA 450. Marketing Planning and Problem Solving

Focuses upon formal marketing planning and analysis of problems facing the marketing executive. Practical case studies utilized for the identification and analysis of marketing problems, selection and evaluation of alternative solutions and plans, and implementation of recommended strategies. Prerequisites: BPA 340 and two additional marketing courses, or permission of instructor.

BPA 460. International Marketing

Analysis of the development of international marketing strategies and programs from the determination of objectives and methods of organization through execution of research, advertising, pricing, distribution, financing, and manpower management activities. Emphasis on the design of optimal strategies under varying physical, economic, political, social and cultural environments and specific marketing situations. Case analysis. Prerequisite: BPA 340.

BPA 467. Interregional Trade in Agribusiness

An analytical examination of problems associated with multi-plant and /or multi-market firms as related to agribusiness. The major emphasis is on efficiency in marketing and plant location.

BPA 468. Contemporary Problems in Agribusiness

A case study approach to contemporary problems in agribusiness, to include such topics as the relationship of agribusiness to current legislation, labor relations, and market conditions.

BPA 471. Administration in the Criminal Justice System

An introductory course providing an overview of the major components of the criminal justice system as well as the interrelationships between the system's primary components. Emphasis on the management, personnel, decision making, and planning problems faced by administrators within the criminal justice system.

BPA 472. Administrative Law

A careful survey and analysis of major laws and legal concepts important for administrators serving within public agencies. The course reviews such subjects as legislative delegation of power to administrators, the nature and role of administrative discretion, administrative rule-making, adjudication, judicial review, and general principles of administrative law.

BPA 473. Public Administrators, the Press, and Community Pressure Groups

This course deals with public pressure processes such as lobbying, public hearings, advisory committees, community action, and participatory planning. The impact of the media on administrative decision making also is examined in detail. The underlying theme is the role of the administrator in understanding and coping with the influence of the press and community pressure groups.

BPA 474. Business and Society

An examination of the social and economic setting in which today's businessman must operate. Special emphasis on management's social responsibilities. Prerequisite: Junior standing.

BPA 475. Policy and Planning in the Criminal Justice System

An examination of policy-development processes in various elements of the criminal justice system with attention to their interrelationships. The role of the Criminal Justice Planning Councils is explored and a planning methodology introduced, with opportunities for practice.

BPA 476. Public Personnel Administration

This course explores several of the major issues and ideas of public personnel administration: promotion, pay, and firing of civil servants; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern civil servants. Conducted on a seminar basis. Prerequisite: IN ST 375.

BPA 477. Selected Topics in Business

Study of one or two selected topics in business each term. These topics, not covered in depth in regular course work, might include agribusiness, automation, business ethics, executive mobility, industrial engineering, location of industrial enterprise, environmental pollution, and wage incentives. Prerequisite: Announced for each course.

BPA 478. Budgeting in Public Organizations

An examination of the role of the modern public budget in determining governmental policy, in coordinating public agencies, in controlling expenditures, in affecting intergovernmental relations, and in its impact on the private economy. Emphasis placed on understanding PPBS, the Budgetary Cycle, and the role of the Office of Management and Budgeting and Congressional Committees in budget preparation. Prerequisite: IN ST 375.

BPA 479. Urban Planning and Public Policy

An introduction to the philosophy, theory, and practice of urban planning. A survey of the development of cities and urban regions and the structure and function of contemporary cities; a critical review of alternative theories, recent trends, and new directions in American planning concepts and institutions. Analysis of the content, function, and legal aspects of land-use controls, construction codes, mass transit, urban renewal, model cities, new towns, and related aspects of policy and program implementation.

BPA 480. International Finance

An analysis of the problems facing financial managers in international operations, including a study of international financial institutions. Case analysis. Prerequisite: BPA 381.

BPA 481. Advanced Financial Management

Builds on the concepts introduced in financial management. The important concept of risk is introduced and methods for its analysis are explored. Case method. Prerequisite: BPA 381.

BPA 482. Security Analysis and Portfolio Management

Analysis of financial statements and security valuation. Emphasis on investment portfolios rather than individual financial instruments. Application of quantitative techniques for investment decisions. Prerequisite: BPA 383.

BPA 484. Risk Management

Risk management as it applies to the business setting. Use of both insurance and non-insurance techniques of handling business risks.

BPA 485. Real Estate Financing and Investing

Theoretical and pragmatic methods of analyzing real estate investments. Real estate investment opportunities are evaluated in the context of personal and business investment objectives. Satisfies the prerequisite of advanced real estate financing for the California real estate broker license. Prerequisite: BPA 381.

BPA 486. Real Estate Capital Markets

Identification and analysis of sources and uses of real estate credit and equity funds, market trends and criteria for evaluating private and public demand for housing, and governmental housing policies and programs. Prerequisite: BPA 381.

BPA 490. Senior Seminar in Business Administration (6)

A terminal integrating course. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. Prerequisites: BPA 320, 322, 340, 370, 381, or permission of instructor.

BPA 491. Senior Seminar in Public Administration (6)

An interdisciplinary seminar for students in public administration. Broad topic areas examined: (1) the structure and environment of modern public bureaucracy; (2) the key administrative processes such as decision making, leadership, communications, budgeting, and personnel; (3) alternative forms of administrative structures including those which presently may be regarded as "utopian."

BPA 496. Directed Study in Administration (1-5)

Students are assigned to various business firms or agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance as enrollments are limited.) Prerequisite: Permission of instructor. May be repeated for credit.

BPA 499. Individual Study (1-5)

Individual projects or directed reading for students qualified to carry on independent work. Prerequisite: permission of instructor and school dean.

Graduate Courses

Note: Only students who are "Classified" may enroll in 600 level courses.

BPA 500 (formerly BPA 577.008). Essentials of Accounting

A summary of the principles and procedures applied to data collection, analysis, and reporting, followed by studies of internal uses of data in management planning, control, and evaluation functions. Examples include profit-oriented, public and private not-for-profit, and governmental activities. The course is *not* designed to serve as a foundation for intensive formal study in accounting. Acceptable as the accounting foundation requirement for the MBA degree, but it is *not* available for credit for students with both BPA 201 and 202, or equivalent.

BPA 523. Quantitative Methods for Business

An introduction to numerical methods, mathematical and statistical, used in business and public research or analysis, with emphasis on algebra, matrix algebra, differential calculus and statistical methodology, including regression and correlation analysis. Designed for the beginning graduate student who has little or no preparation in these areas. Credit will *not* be granted to students who have satisfied the requirements in both mathematics (Math 120 or Econ 300) and statistics (Math 140 or BPA 230). Credit not applicable toward graduate degree requirements.

BPA 571. Seminar in Criminal Justice Administration

Advanced seminar for students with a major interest in administration in some element of the criminal justice system. Emphasis on research and field investigations of current administrative and policy problems which cut across the total system. Prerequisite: BPA 471 or consent of instructor.

593 (formerly BPA 577.007). Intercollegiate Business Policy Games (2)

This course consists of a three-quarter sequence during which a team of students prepares for and competes in International Business Policy Games. The fall and winter quarter segments are taught locally and consist of lecture and discussion geared toward preparation of the student team to compete in the computerized game competition held in Reno, Nevada, in early spring. Offered on a credit, no-credit basis only. May be repeated for credit. Prerequisite: Permission of instructor.

BPA 605. Seminar in Accounting Theory

Current topics in financial accounting theory and practice.

BPA 613. Accounting for Management Decision Makers

Basic accounting concepts and procedures, stressing internal uses of data by management. Application of data thus generated to management's problems involving cost control, transfer pricing, feasibility studies, incremental cost analysis, and related topics. (Not open for credit to students who have completed BPA 401.)

BPA 622. Managerial and Organizational Performance

Examination of major concepts and theories as they affect behavior and performance in organizations. Communication, motivation, decision making, and related processes are analyzed for their content and impact. The course seeks to develop the student's ability to analyze and evaluate organizational conditions and to expand his understanding of human behavior in organizations.

BPA 623. Seminar in Personnel Management

Special topics in the area of personnel management are examined in depth, including recruitment, selection, training, evaluation, wage and salary administration and related personnel functions. Prerequisite: BPA 322 or 323 or permission of instructor.

BPA 624. Seminar in Labor-Management Relations

Special topics in the area of labor-management relations are examined in depth, including labor history, labor legislation, collective bargaining, impasse resolution techniques, comparative industrial relations systems, and labor markets. Prerequisite: BPA 424 or permission of instructor.

BPA 625. Personnel Problems and Current Issues in the Health Field

An analysis of personnel problems, issues, and trends related to health care organizations. Emphasis on the theory and practice of personnel administration: wage and salary considerations, guidance and counseling, and employer-employee relations, including union involvement of health care professionals.

626. Administration of Health Care Organizations and Agencies

This course focuses on the internal and environmental constraints in the administration of health care organizations and agencies. Emphasis on the effective and efficient management of these health institutions and their role in the total health care delivery system.

BPA 630. Statistical Analysis for Managerial Decisions

A systematic treatment of Bayesian and classical approaches to the analysis of managerial decision problems. Topics include probability, probability distributions for discrete and continuous data and their application to Bayes' Theorem, Central Limit Theorem, variance analysis, and multiple regression and partial correlation methods.

BPA 631. Management Science Methods

Development of analytical techniques and models of management science with applications to business problems and management decision-making. Topics include linear programming, dynamic programming, network analysis, and deterministic and probabilistic management science models.

BPA 640. Seminar in Marketing Management

Development of marketing strategy for the organization and design of integrated product-service, promotion, and distribution programs utilizing systems analysis. Intensive analysis of management's marketing problems, including market analyses, pricing, channels of distribution, promotion, competition, product strategies, and marketing research.

BPA 642. Seminar in Consumer Behavior

Intensive analysis of behavioral science concepts, theories, and current empirical research in buyer behavior. Research orientation requires developing an understanding of statistical tests and research designs currently employed in buyer behavior. Equal emphasis on developing creative marketing strategy and programs on the basis of such research.

IN ST 661. Managerial Economics

A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision-making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis.

BPA 671. Seminar in Public Administration (6)

Examination of major concepts and issues in public administration. History of the development of the modern public service and bureaucracy. Investigation of the role of the public sector in American society and culture. A survey of current management and personnel practices in the public sector.

BPA 673. Personnel Resources Planning and Collective Bargaining in the Public Sector

Study of the public personnel and civil service systems in the federal, state, and local governments. Review of the methods of recruitment, promotion, discipline, and termination. Contemporary issues in collective bargaining and labor relations discussed.

BPA 674. State and Local Public Management Processes

An examination of management practices and problems in local and state governments, with emphasis on the importance of the administrative staff in coordinating and controlling local government activities and on current methods of organization, staffing, budgeting, planning, and administrative communications. Particular attention given to Kern County and the City of Bakersfield.

BPA 676. Public Policies Toward Business

Analysis of laws, judicial decisions and governmental regulations affecting business operations and management decisions. The course seeks to examine the nature of the broad social, political, and legal influences exerted upon enterprise management in the American economy.

BPA 677. Selected Topics in Administration (1-5)

In-depth study of a selected topic or topics not covered in regular courses. May be offered in response to student demand or instructor interest. Normally will involve extensive research and individual student projects. Prerequisite: Announced for each topic.

BPA 679. Public Budgeting and the Administration of Financial Resources

Investigation of the role of the budget in public administration. The course focuses on the impact of executive agency and legislative relationships upon the financial resources of state and local governments and the impact of public expenditures upon public policy.

BPA 680. Financial Policy

Formulation of financial policies for obtaining and using financial resources. Emphasis placed on the theoretical and practical problems in planning and controlling a company's financial structure, capital investments, working capital, long-term financing, and mergers and reorganizations. Case method.

BPA 682. Seminar in Portfolio Management

Discussion and analysis of portfolio theory as a financial decision tool. Application of quantitative techniques through cases and problems. Emphasis directed toward evolving financial concepts and theories as they relate to portfolio theory.

BPA 685. Seminar in Capital Markets

Examination of the flow of funds through financial institutions in selected capital markets, including the markets for bonds, mortgages, and corporate stocks. Also covered are the theoretical and empirical effects of governmental monetary policy.

BPA 687. Seminar in Financial Issues in Health Care

A comprehensive analysis of financial and budgetary issues related to the management and control of health care institutions. Focus is on the theoretical and practical aspects of financial management, the problem of allocating limited financial resources, the use of cost efficiency techniques, and the dependence of health care organizations on third-party reimbursement and government programs.

BPA 690. Business Policy

An integrating course to be taken near the end of a student's program of study. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs.

BPA 691. Seminar in Public Policy Analysis

An integrating capstone seminar which focuses on initiation, formulation, and implementation of public policy, utilizing a series of exercises or cases in policy development, analysis, and decision making and drawing on the experience of practitioners intimately associated with these problems.

BPA 692. Seminar in Health Care Planning, Policy, and Legal Requirements

A study of the planning process, policy formulation and legal requirements of the Health Care Delivery System.

BPA 696. Internship in Administration

Students are assigned to various business firms or agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance as enrollments are limited.)

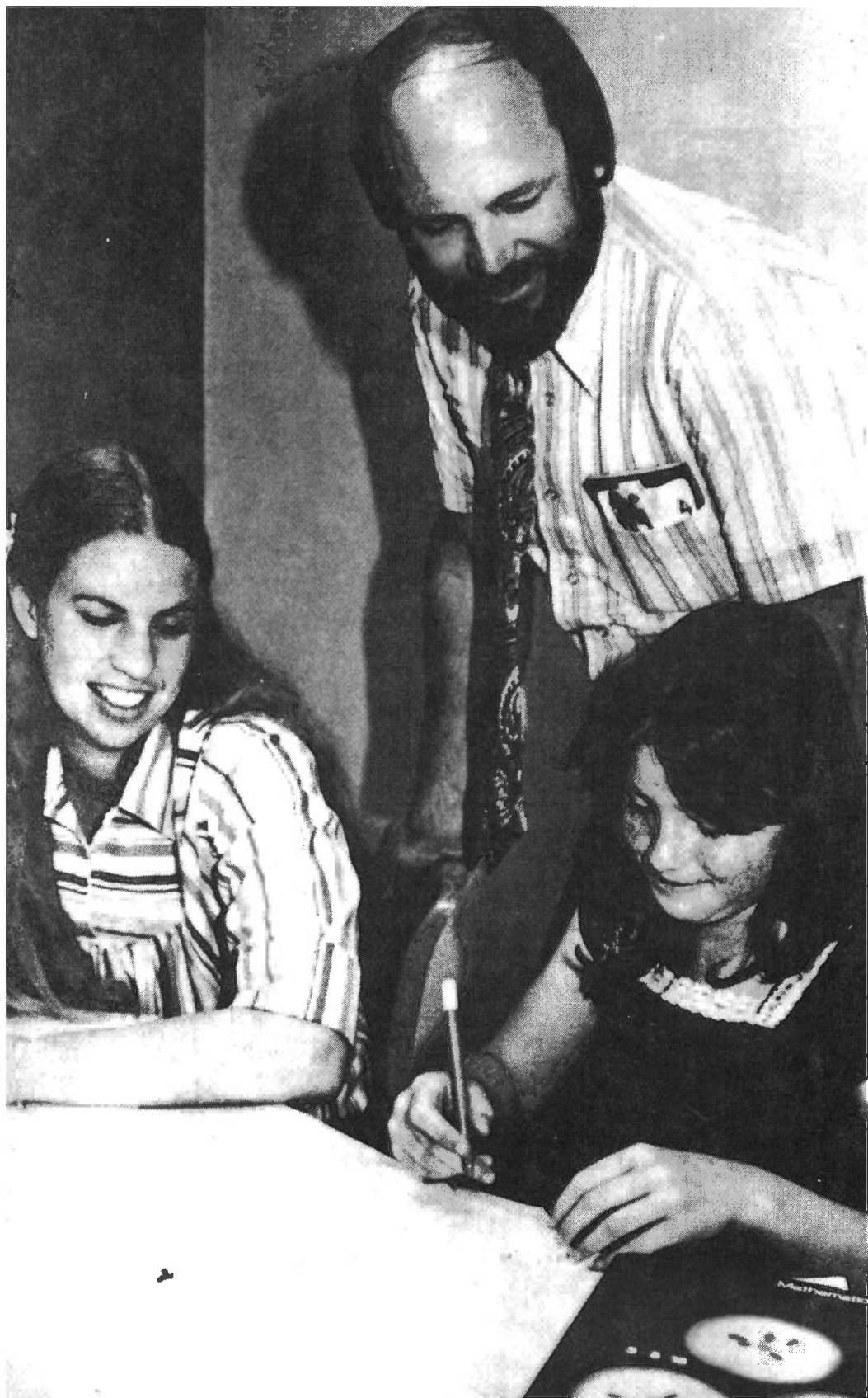
BPA 698. Research in Administration

Broad research skills are developed with exploration of research methods and methodology and design of overall strategies of research. In addition, attention is devoted to methods of appraising research quality. Interdisciplinary contributions applicable to business research are studied, with emphasis on currently emerging philosophies of scientific method.

BPA 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with instructor in area of major interest; regular meetings to be arranged with instructor. Prerequisite: Advancement to candidacy.





SCHOOL OF EDUCATION

The College provides opportunities for pre-professional and graduate preparation in education through the School of Education. Programs are offered of sufficient scope to prepare students for completing State of California elementary and secondary teaching credentials and fifth-year and graduate programs.

Students planning to enter the teaching profession must combine academic with professional studies. Their work in the School of Education is designed to complement the instruction provided by other components of the College.

The School of Education has administrative responsibility for elementary and secondary education, physical education, school specialist and services credentials, and graduate degree program concentrations.

DEPARTMENT OF TEACHER EDUCATION

The programs and services of this department are directed toward the pre-service preparation of teachers who are seeking a California credential.

In July, 1973, the college was granted approval to offer credential programs under the Teacher Preparation and Licensing Law of 1970 (The Ryan Act). Under this program a person may complete the requirements for: (a) the "Single Subject" credential which authorizes the holder to provide instruction in that subject in California schools in preschool, kindergarten, and in grades 1 to 12 inclusively; and/or (b) the "Multiple Subjects" credential which authorizes the holder to provide instruction in any self-contained classroom in the preschool, kindergarten, and grades 1 to 12 inclusively.

NOTE: The Commission for Teacher Preparation and Licensing shall waive the subject matter examination requirement for graduates of California State College, Bakersfield who hold subject matter degrees specified by the Commission. (For specific degree, see major department.)

Students who transfer from other California colleges must have an examination waiver from the college from which they earned their degree.

ADVISING

In consonance with College policy, all undergraduate students seeking the Single Subject credential are assigned to advisors in the area of their undergraduate major for counseling regarding general education, majors and minors, and electives. Students who are pursuing the Liberal Studies major are assigned advisors by the provost of the Academic Village. Students who are planning to qualify for credentials or are planning to enroll in professional education courses should seek information regarding their program from the credentials office of the School of Education.

APPROVED SINGLE- AND MULTIPLE-SUBJECT-DEGREE WAIVERS

The following table includes a cross-listing of the degree majors approved by the Commission for Teacher Preparation and Licensing for waiver purposes for each credential:

<i>Credential</i>	<i>Degree Major</i>	<i>See Page</i>
Multiple Subjects:		
Liberal Studies	BA-Liberal Studies	74
Single Subject:		
Art	BA-Fine Arts	196
English	BA-English	186
Foreign Languages	BA-French	209
	BA-Spanish	210
Music	BA-Fine Arts	202
Physical Education	BA-Physical Education	177
Mathematics	BS-Mathematics	254

Physical Science	BA-Physical Science	264
	Option: Physics	
	Chemistry	
	Earth Science	
	Mathematics	
	Biology	
	BS-Chemistry	245
	Option: Biology	
	Physics	
	BS-Earth Sciences	267
	Option: Physics	
	Chemistry	
	Biology	
Life Science	BS-Biology	241
	Option: Chemistry	
	Physics	
	Mathematics	
	BS-Chemistry	245
	Option: Biology	
	Physics	
	Chemistry	
Social Sciences	BA-Anthropology	113
	BA-Economics	90
	BA-Political Science	96
	BA-Psychology	103
	BA-Sociology	121
	BA-History	218
History	BA-History	218
Government	BA-Political Science	96

ADMISSION TO CREDENTIAL PROGRAMS

A student must be admitted to the college in order to make application to the professional teacher education and credential program. Before being permitted to enroll in a credential program, the student must have made formal application, been screened according to established criteria, and been formally admitted to teacher education through the School of Education. Students may apply as early as the last quarter of their sophomore year or any time thereafter. Students may be required to complete 15 quarter units at CSB before being fully admitted to the program. Only one group of Single Subject credential candidates is accepted each year. Students may start the program in spring quarter or summer session by taking Early Field Experience and General Methods. Applicants should apply by January 15 if they intend to begin spring quarter and by April 15 for the summer session entry.

A committee will review information concerning the applicant's intellectual resources, command of fundamental skills of communication, scholarship, personality and character suited to teaching, many-sided interests, health, and relevant experiences. Detailed information concerning the criteria and the procedures for admission may be obtained in the Credentials Office.

STUDENT TEACHING

Students seeking the Multiple Subjects credential will be expected to enroll in student teaching for two consecutive quarters. Students seeking the Single Subject credential must enroll in student teaching for three consecutive quarters.

Candidates planning to engage in student teaching should keep their schedules free of other commitments during the hours of the day that the public schools are in operation.

Students who are enrolled in a full complement of student teaching and course work are expected to limit their outside responsibilities during those quarters when they are doing their student teaching. Students under a clear hardship because of this limitation can submit a petition to the department chair, setting forth the circumstances and requesting a waiver of this requirement.

Student teaching is a major part of the candidates' program and must be planned very carefully into the upper division or graduate course work.

The normal pattern of student teaching in the Single Subject program involves an initial assignment of one quarter in a junior high school and of a complete calendar semester in a senior high school.

CURRICULAR SEQUENCE FOR CREDENTIAL CANDIDATES

There is a curricular sequence for a student to follow to fulfill the requirements for a credential at this institution. The course sequence for students wishing to receive a credential to teach in the elementary schools in California or in a multiple subjects classroom in pre-school, kindergarten, or grades 1 through 12 is as follows:

Prerequisite	Education	240	Early Field Experience in the Elementary School/or equivalent experience
Phase I	Education	311	Introduction to Teaching Multiple Subjects
	Education	423	Teaching Reading in the Elementary School I
Phase II	Education	323	Teaching Multiple Subjects I
	Education	424	Teaching Reading in the Elementary School II
	Education	441	Student Teaching I
Phase III	Education	433	Teaching Multiple Subjects II
	Education	442	Student Teaching II
	Health Sci.	320	Current Health Problems
Phase IV	Electives as necessary and desired to complete professional and credential programs.		

The course sequence students should take who are seeking a credential to teach in the secondary schools, or Single Subjects pre-school through grade 12, in California is as follows:

Prerequisite	Education	241	Early Field Experience/or equivalent experience
	Education	426	General Methods
Phase I	Education	312	Introduction to Education
	Education	426	Teaching in the Major Subject Area
	Education	446	Student Teaching I
Phase II	Education	313	The Learning Process
	Health Sci	320	Current Health Problems
	Education	447	Student Teaching II
Phase III	Education	427	Teaching Reading in the Secondary School
	Education	448	Student Teaching III
Phase IV	Electives and requirements as necessary to complete professional and credential programs.		

Before a student begins a program of professional preparation for teaching he should have completed a substantial portion of the degree major and have been admitted to the program. The program is so arranged that it should be considered a package by the student.

Because student groups are assigned to faculty teams, once entry has been made the student should continue without breaking the sequence. Student teaching will be arranged so that the candidate will have teaching experience in a cultural setting substantially different from his own, and will work on at least two levels. If a student is pursuing a Single Subject credential, one of his student teaching assignments will cover a full calendar semester in a high school. To obtain a clear Single Subject or Multiple Subjects credential a student must develop a plan for a fifth-year program with an Education advisor.

THE MINI-CORPS

The California Migrant Teacher Assistant Program (Mini-Corps) is a special program to prepare teachers for meeting the educational needs of migrant children. Through the Mini-Corps, qualified undergraduates working toward teaching credentials can obtain early classroom experience while serving as assistants to teachers of migrant children.

Additional information may be obtained from the CSB Mini-Corps Coordinator or the office of the Bilingual/Cross-cultural Program Coordinator.

BILINGUAL TEACHER CORPS

The Bilingual Teacher Corps under AB 2817 is a teacher training program designed to prepare former and presently employed instructional aides for Bilingual/Bicultural instruction. Undergraduates qualified under AB 2817 can enroll in the regular Ryan Credential Program and become credentialed, with an emphasis in Bilingual Education. Additional information may be obtained from the office of the Bilingual/Cross-Cultural Education Program Coordinator.

TITLE VII FELLOWSHIP PROGRAM

The Title VII Fellowship Program at CSB is designed to prepare selected candidates at the master's degree level for proficiency in the areas of Bilingual/Bicultural teaching, Bilingual/Bicultural Research, Bilingual/Bicultural Program Administration. With additional course work and supervised field experience candidates may also qualify for the Bilingual/Cross-Cultural Specialist Credential. Additional information may be obtained from the Title VII Fellowship Coordinator or the office of the Bilingual/Cross-Cultural Education Program Coordinator.

DEPARTMENT OF SPECIAL PROGRAMS

The programs and services of this department are designed to prepare teachers and administrators for specific credentials required in the State of California for service in specialist and administrative positions which require advanced preparation and special competence. These programs also provide in-service education opportunities for persons currently filling such positions and for those who wish to work toward an advanced degree.

The following specialist and services credential programs, as authorized by the Teacher Preparation and Licensing Law of 1970, have been approved by the Commission on Teacher Preparation and Licensing. Detailed current information describing the various credentials and programs may be obtained from the credentials office of the School of Education or from departmental advisors.

SPECIALIST AND SERVICES CREDENTIAL PROGRAMS

1. Specialist in Bilingual/Cross-Cultural Education
2. Specialist in Early Childhood Education
3. Specialist in Reading
4. Specialist in Special Education (Learning Handicapped)
5. Administrative Services
6. Pupil Personnel Services

Specialist credential programs are designed to provide the specialized and advanced preparation for positions in teaching and in instructional leadership which require such knowledge and specific expertise.

REQUIREMENTS for specialist instruction credentials are: (1) valid teaching credential; and (2) such specialized and professional preparation as required by the Commission on Teacher Preparation and Licensing and by the College.

The Administrative Services Credential Program authorizes service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator, or in an equivalent or intermediate level administrative position.

REQUIREMENTS for the Administrative Services Credential are: (1) possession of a valid teaching credential or a services credential with a specialization in pupil personnel services; (2) minimum of three years of successful full-time classroom teaching or three years of experience in the field of pupil personnel services; (3) passage of an examination selected and approved by the commission or its waiver granted to an institution offering an approved program, and (4) requirements established by the College.

The requirements for admission to and satisfactory progression through the Pupil Personnel Services Credential Program are compatible with those for the Master of Arts in Education Degree (with a concentration in Counseling and Personnel Services) although they are not identical. Students should confer with their professional advisors for details.

The services credential with a specialization in pupil personnel services authorizes the holder to perform, at all grade levels, the pupil personnel service approved by the Commission as designated on the credential, which may include, but need not be limited to, counseling, psychological, child welfare and attendance services, and school social work.

ADVISING

All students anticipating enrollment in a specialist or services credential program should obtain a leaflet from the Office of the School of Education describing program details, admission requirements, course requirements, and enrollment procedures. A conference with the appropriate faculty advisor is required.

ADMISSION REQUIREMENTS

Before being admitted to a specialist or services credential program students must complete a formal application. Following a selection and screening process, students will be notified of formal admittance.

ADVANCED DEGREES

Students working for a specialist or administrative services credential may wish to combine this program with work toward a Master of Arts degree in Education. Those students interested in working toward such a degree should consult with faculty advisors.

GRADUATE PROGRAMS

The School of Education of CSB offers programs of studies leading to the Master of Arts degree in Education in the following areas of concentration: Early Childhood Education; Curriculum and Instruction, Elementary; Curriculum and Instruction, Secondary; Counseling and Personnel Services; Special Education, General; Educational Administration; Reading; and Bilingual/Bicultural Education. Additional concentrations will be added as approved and funded by the Office of the Chancellor.

DEGREE PROGRAMS, BASIC PATTERN

The Master of Arts degree in Education will be conferred only upon those students who complete an authorized graduate degree curriculum established by the School of Education to meet the standards required by the School. The basic pattern of all programs consists of (1) core studies (6 units), (2) professional concentration options (34 units), and (3) a terminal project, thesis, or comprehensive examination (5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the College. Degree programs shall be planned cooperatively by the students and their advisors within the School of Education and subject to approval by the Coordinator of Graduate Studies of the School.

PROGRAM OPTIONS AND CONCENTRATIONS

EARLY CHILDHOOD EDUCATION

The concentration in early childhood education is available for those individuals who have undergraduate or post-baccalaureate preparation and intend to teach in preschool or kindergarten through grade three.

The primary orientations of the concentration are toward improvement of teaching, design, and development of curricula, and the utilization of research in teaching. Appropriate concerns are methods, materials, plans, research data and procedures pertinent to early childhood education.

The specialization in early childhood education is obtainable in conjunction with the regular Elementary credential, and specific provisions of the Master of Arts degree in Education.

ELEMENTARY CURRICULUM AND INSTRUCTION

Specialization in elementary curriculum and instruction is available on the master's level for those individuals who have undergraduate or post-baccalaureate preparation (including qualifications for some type of appropriate teaching credential) in pre-school, kindergarten, or elementary education.

Basic courses used to qualify for the initial elementary credential may not be included in the units applicable toward the M.A. degree, even if taken as post-baccalaureate credits or as part of a "fifth year" pattern, unless they are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs.

SECONDARY CURRICULUM AND INSTRUCTION

Concentration in secondary curriculum and instruction is available on the master's level for those individuals who have undergraduate or post-baccalaureate preparation (including qualifications for some type of appropriate teaching credential) in subject fields acceptable for instruction in grades seven (7) through twelve (12).

As with the elementary concentration, basic courses used to qualify for the initial secondary credential may not be included in the units applicable toward the M.A. degree, even if taken as post-baccalaureate credits or as part of a "fifth year" pattern, unless they are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs.

COUNSELING AND PERSONNEL SERVICES

The M.A. degree with a concentration in counseling and personnel services is obtainable through the School of Education and is primarily designed to prepare counselors to work in a variety of settings.

In addition to a required core of essential fundamental elements, elective areas enable students to individualize their programs in accordance with their particular counseling needs and goals. Students should see their advisors for details of the application procedures required for the program.

SPECIAL EDUCATION, GENERAL

A concentration in the M.A. degree upon special education, general, must be achieved through the frame of reference of the basic concentrations in elementary or secondary curriculum and instruction. Therefore, the School offers a limited series of courses in special education to implement basic credential objectives in the study of curriculum and instruction for exceptional children.

EDUCATIONAL ADMINISTRATION

Specialization in educational administration also is available for post-baccalaureate students who have an interest in administering programs in elementary or secondary public schools.

All applicants for a graduate degree with concentration in administration also must qualify for some type of appropriate teaching credential.

Work toward the M.A. also may be closely coordinated with the Administrative Services Credential.

READING

The concentration in reading is available for post-baccalaureate students who have an interest in further refinement of their professional skills and knowledge in the area of reading, elementary or secondary. All applicants for the graduate concentration in reading must also qualify for an official teaching credential. Work toward the M.A. in Reading may be closely articulated with the Reading Specialist Credential as designed by standards of the Commission for Teacher Preparation and Licensing to meet the requirements of the Ryan Act.

BILINGUAL/BICULTURAL EDUCATION

The Master of Arts in Education with concentration in bilingual/bicultural education is designed to meet the needs of classroom teachers and students in terminal stages of their specialist credential programs who seek to improve skills in order to attain a higher level of professionalism in bilingual/cross-cultural education. The advanced degree is articulated with other programs available in the School of Education. A basic teaching credential is a prerequisite to the awarding of the degree.

INQUIRIES AND APPLICATIONS

Inquiries about graduate programs or degrees should be addressed to the Coordinator of Graduate Studies or the Chairman of the Graduate Studies Committee in the School of Education. General information may be obtained from the secretary in the Coordinator's office.

All applications for graduate degree programs in the School of Education are to be obtained and submitted for review in the Office of the Coordinator of Graduate Studies. Deadlines for submission and/or application will be announced as needed by the Graduate Studies Committee of the School. Necessary forms and directions will be available upon request.

ADMISSION TO GRADUATE CURRICULA

Admission to the College as a graduate student is not automatic admission to a graduate degree program.

All persons who desire to pursue an authorized graduate curriculum in the School of Education first must apply to the Office of Admissions and Records of the College for general admission and classification. After general admission is completed, the student must contact the Coordinator of Graduate Studies in the School of Education for assignment to a graduate advisor.

The Graduate Studies Committee will certify students' admission or non-admission to the degree program only after they have established the fact of their general admission to the college as post-baccalaureate or graduate students, and have planned a graduate degree program with their assigned advisors. All applicants for graduate admission, status reports, and degrees will be notified in writing of actions taken by the Graduate Studies Committee regarding individual status or degrees.

ADVISEMENT AND PLANNING OF A DEGREE PROGRAM

All graduate programs leading to the M.A. degree in Education shall be planned in consultation with an assigned graduate program advisor in the School of Education and submitted for approval in official format to the Graduate Studies Committee of the School through the office of the Coordinator of Graduate Studies. No guarantee can be given that units of graduate credit earned in the School of Education or other schools of the College without approval by an official program advisor in the School of Education will be allowed toward a program of studies leading to a graduate degree. Such "unapproved" courses are taken at their own risk by the students.

Graduate program advisors will be appointed by the Coordinator of Graduate Studies within the School of Education in consultation with the Dean of the School.

AWARD OF DEGREE

The Master of Arts degree in Education will be awarded only upon certification to the Coordinator of Graduate Studies of the College by the candidate's advisor(s) and the Graduate Studies Committee of the School of Education that all requirements of the degree have been met and that the candidate has received approval for award of the degree from the Dean of the School of Education.

GRADUATE COURSES

Specific courses for degree programs ordinarily will be selected from those in the *five hundred and six hundred* series. Some courses may be selected from the *four hundred* series in the various schools only upon approval of the advisor and the Graduate Studies Commit-

tee. However, the student must plan to have one-half of the total degree pattern in courses designed primarily for graduate studies. Courses at the 600 level are designed primarily for M.A. candidates and those working toward advanced credentials.

See the listing of graduate courses below.

EDUCATION COURSES

All courses in Education not otherwise designated carry five quarter units of credit.

Experiential Learning

Credit for prior work experience is available in the School of Education:

Educ. 289.	1-5 units of lower division credit
Educ. 489.	1-5 units of upper division credit

Interested students should contact the Office of the School Dean.

Lower Division

Education 240. Early Field Experience in the Elementary School (2)

Supervised observation and participation in an elementary school classroom. Designed to provide the prospective elementary teacher with a frame of reference for further work and study in the profession. Offered on credit, no-credit basis only.

Education 241. Early Field Experience in the Secondary School (2)

Supervised observation and participation in a junior high or secondary school classroom. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the profession. Offered on credit, no-credit basis only.

Upper Division

Education 311. Introduction to Teaching Multiple Subjects

Designed to prepare the student for student teaching. Includes psychological and social foundations, self-awareness, cultural awareness, audio-visual competency, and legal rights and responsibilities. Concurrent enrollment with Education 423 required. Prerequisite or corequisite: Education 240.

Education 312. Introduction to Education and Teaching

Introduces the student to the field of education and teaching profession. Together with the field experience, the student explores issues in the social foundations of education, curriculum and instruction, self-assessment, and other competency-based modules. Education 426 and 446 are to be taken concurrently. Prerequisite to Education 313 and 447.

Education 313. The Learning Process (4)

Relates directly to the student's beginning teaching experience and deals with the psychological foundations in the teaching-learning processes, learning theories, adolescent development, and evaluation. Should be taken in Phase II concurrently with Education 426 and 447. Prerequisite: Education 312 and 446.

Education 323. Teaching Multiple Subjects I (4)

Provides knowledge and skills for diagnosis and prescription of student needs, management and presentation skills and methods. Emphasis on language arts and mathematics curriculum and instruction. Concurrent enrollment with Education 424 and Education 441 required. Prerequisite: Education 311, Education 423, and Mathematics 320.

Education 325. Curriculum and Instruction in the Secondary School

A comprehensive course in general secondary school curriculum and methods of instruction; instructional procedures, methods, media, and materials used in teaching in secondary schools; classroom organization and management; evaluation. Prerequisite: Admission to the secondary teaching credential program.

Education 399. Student Leadership and College Governance (3)

Includes current readings in higher education, guest speakers, parliamentary procedures and group work. Offered on credit, no credit basis.

Education 407. Introduction to Mental Retardation

This course provides an overview of the educational, psychological, sociological, and medical aspects of mental retardation. The retarded child examined in terms of characteristics and potential capabilities. Educational methodologies and related literature investigated.

Education 411. Identification, Diagnosis, and Evaluation of Exceptional Children

Psycho-educational processes and techniques for screening and identification of exceptional children. Reviews. Testing and evaluation procedures for writing and interpreting reports. Applied work with students and tests required. Recommended for both elementary and secondary teachers and administrators.

Education 412. Growth and Development of Children

Advanced study in growth and development from conception through elementary school years. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior. Prerequisite: Psychology 100.

Education 413. Adolescent Growth and Development

Advanced study of the physical, social, emotional, and intellectual development of pre-adolescents and adolescents. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior.

IN ST 415. Infant Stimulation and Development

Interdisciplinary focus on growth and development from conception through the first two years of life. Special emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. Prerequisite: Psychology 100 or permission of instructor.

Education 421. Audio-Visual Education (1-5)

Resource materials and techniques related to instructional theory and practice. Laboratory experience includes preparation of instructional media and equipment operation. Offered only on credit, no-credit basis.

Education 421.001. Audio-Visual Competency Laboratory (1)

An orientation to selected educational media and allied equipment. Classes designed to fulfill requirement for audio-visual competency prior to student or intern teaching. Lecture, demonstration, and laboratory. Offered only on credit, no credit basis.

Education 423. Teaching Reading in the Elementary School I (3)

Performance-based modularized instruction in teaching reading in the elementary schools. Includes the teaching of the phonics method. Concurrent enrollment with Education 311 required. Prerequisite to Education 441, Student Teaching Multiple Subjects I.

Education 424. Teaching Reading in the Elementary School II (2)

This course is a continuation of Education 423; includes methods and materials for reading instruction in the elementary schools. Seminars conducted by college reading instructors. Concurrent enrollment with Education 323 and 441 required. Prerequisite: Education 423.

Education 426. General Methods/Teaching and Resources in the Major Subject Area (2-5)

Performance-based instruction in general methods, and modularized instruction related directly to the student's teaching in his major area. Includes instructional strategies, resources, media and procedures used in the junior and senior high schools. Two units required in General Methods and three units in Teaching and Resources in the Major Subject Area.

General Methods must be taken before any student teaching.

- * Concentrations: Education 426.001 Art
 - .002 Business/Distributive Education
 - .003 English
 - .004 Foreign Language
 - .005 Health, Physical Education
 - .006 Industrial Arts
 - .007 Journalism
 - .008 Library Science
 - .009 Mathematics
 - .010 Music
 - .011 Science/Mathematics
 - .012 Sciences, Physical
 - .013 Social Sciences, Studies
 - .014 Speech and Theater
 - .015 Methods of Interdisciplinary Studies
 - .016 Vocational Education

Education 427. Teaching Reading in the Secondary School

Performance-based, modularized instruction. May be taken in any phase; normally taken as the student teacher is completing the final phase of the field experience.

Education 433. Teaching Multiple Subjects II (4)

Curriculum, instructional strategies and method, and use of materials in social studies and science. Includes classroom organization, evaluation and reporting pupil progress, and an introduction to teaching physical education, art, and music. Concurrent enrollment with Education 442 required. Prerequisite: Education 323, Education 424, and Education 441.

Education 441. Student Teaching Multiple Subjects I (7)

Actual classroom experience with guidance and assistance from cooperating teacher. This includes applying teaching skills in reading, language arts, and mathematics. Scheduled during regular morning school sessions daily. Corequisite: Education 323, and Education 424. Prerequisite: Education 311 and Education 240.

Education 442. Student Teaching Multiple Subjects II (11)

Actual classroom experience with guidance and assistance from cooperating teacher. This includes applying teaching skills in all areas of the curriculum as an extension of Education 441 experiences plus social studies, science, physical education, art, and music. Scheduled during regular school sessions daily. Corequisite: Education 441, Education 323, and Education 424.

Education 446. Student Teaching I (6)

Introductory classroom teaching experience based in the junior high school with guidance and assistance from the cooperating teacher and college supervisor. Designed to promote experiences closely related to the concomitant Phase I course work. Concurrent enrollment with Education 312 and Education 426.

Education 447. Student Teaching II (6)

Actual classroom teaching experience based in a high school with guidance and assistance from the cooperating teacher and college supervisor. To satisfy the requirements for Education 447, the student must enroll in Education 448 the following quarter and complete the high school semester assignment. Concurrent enrollment with Education 313. Prerequisite: Education 446.

Education 448. Student Teaching III (6)

Actual student teaching continuing during a high school semester with guidance and assistance from the cooperating teacher and college supervisor. Concurrent enrollment with Education 427. Prerequisite: Education 447.

*Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 451. Directed Occupational Experience in Business and/or Industry (1-5)

Directed work experience or supervised practicums, observations, internships, and externships in business and/or industry. Partially fulfilled work experience requirements for teaching in vocational education programs.

Education 499. Individual Study (1-5)

Admission with consent of Dean, School of Education.

Graduate Courses

Since all graduate courses may not be offered every academic quarter or year, graduate students seeking specific sequences of courses to fit established programs leading to credentials or degrees should consult with their advisors to ensure efficient timing and maximum utility of courses chosen from the listings below.

Education 504. Teaching Language Arts in Spanish (Elementary)

Methods of teaching Spanish as a second language and Spanish for Spanish speakers in the elementary school. Includes techniques for teaching each of the communication skills. Prerequisite: Spanish 101 or equivalent.

Education 505. Cross-Cultures and Education

Designed to provide a comprehensive understanding of the psychological, educational and social needs of culturally different children. Includes teaching strategies for cross-cultural and multi-cultural education.

Education 506. Bilingual/Bicultural Teaching Strategies

Methods and techniques for developing, implementing, and evaluating bilingual/bicultural content instruction in the elementary and secondary schools. Includes materials development, team teaching with the paraprofessional, and techniques for community involvement in a bilingual/bicultural environment.

Education 507. Education of the Emotionally Disturbed

The child with behavior disorders examined in terms of physical, social, and psychological characteristics. Educational methodologies including: psychodynamic strategy, behavior modification strategy, ecological strategy, and the psychoeducational strategy reviewed. Relevant literature pertaining to children with behavior disorders examined.

Education 508. Development and Remediation of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children

Intensive study of the patterns of psycho-physical development and deviations of sensorimotor, perceptual, and cognitive skills of exceptional children; etiology, limited diagnosis, and remedial procedures based upon research findings; oral, graphic, and semantic systems. Required course for specialist credential.

Education 509. Mental Hygiene of Exceptional Children

Exceptional children identified as having learning disabilities, behavior disorders, and mental deficiencies examined in terms of psychological development. Primarily, the course focuses on the maximum possible potential and capabilities expected of these children.

Education 510. Measurement and Evaluation

The functions of measurement and evaluation; concepts of test theory, construction, and interpretation, including evaluation of classroom learning and study of typical tests in aptitude, achievement, interest and personality areas.

Education 511. Advanced Educational Psychology and Learning Theory

Advanced educational psychology. Recent significant contributions in research in educational psychology and learning theory.

Education 513. Introductory Seminar in Early Childhood Education

An examination of the status of early childhood education in general; optional program patterns; basic theories, research, and practice of early childhood education.

Education 514. Growth and Cognitive Development

Theories and research in socialization, development and cognition in children. Applications to instructional organization and performance of children in learning environments. Prerequisite or corequisite: Education 513.

Education 515. Administration and Supervision of Programs for Exceptional Children

Intensive study of the organization, administration, and supervision of education programs for exceptional children: curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning, referral and use of community agencies, surveying of state, local, regional, and national trends and issues.

Education 516. Foundations of American Education (3-5)

An intensive study and analysis of the interrelated cultural, philosophical, historical, and social factors which bear upon the continuing and contemporary issues in American education. The course focuses upon an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: Graduate standing or permission of the instructor.

Education 517. Politics of Education (3)

The influence of governmental and non-governmental institutions in educational policy; public participation in school policy and management.

Education 518. Development and Evaluation of Reading Approaches and Programs

An examination of reading approaches and programs commonly employed in elementary and secondary schools. Some consideration given to the diagnosis and referral of reading problems. Prerequisite or corequisite: Education 588 or 525.

Education 519. Locating and Using Professional Literature and Research in Reading

Review and analysis of specific topical research in reading in elementary and/or secondary schools. Critical examination of selected literature.

Education 520. Modern Instructional Strategies (3)

An examination of various instructional models. Theory and research in the development, selection, implementation and evaluation of instructional models such as systems approaches, individualized instruction, games and simulations.

Education 521. Speech and Language Development and Disorders (3)

Consideration of the organic and socio-psychological development of speech, language, and communication capacities and skills. Particular attention to defects and disorders. Required course for specialist credential. Prerequisite or corequisite: Education 513.

Education 522. Methods and Materials for Early Childhood Education (3)

Basic instructional modes and practices; curriculum content and development; materials and optional organizations for instruction. Prerequisite or corequisite: Education 513.

Education 523. Creative Experiences for Early Childhood Education (3)

Study with practicum in specific experiences of creative expression; examines several modes and related materials. Prerequisite or corequisite: Education 513.

Education 523.001. Parent and Community Involvement in Early Childhood Education

Discussion of various modes of parent-teacher and community interaction and involvement in the education of young children. Focus on parent-child interaction, the needs of the child in the home, school and community. Field experiences to include parent-community meetings, home visits, and individual conferences.

Education 524. Techniques and Methods of Teaching English as a Second Language

A survey of the methods and approaches for the teaching of English as a second language in the elementary and secondary schools, with emphasis on methods and activities. Lectures, discussion, observations, and demonstrations are included.

Education 525. Methods and Program Development in Reading in Secondary Schools

A study of secondary reading programs, their problems and possibilities; methods and techniques for teaching developmental reading; diagnostic materials appropriate for the senior high school level; some attention to literature for teen-agers.

Education 526. Diagnosis and Correction of Reading Problems

Consideration of the causes of reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; some materials and methods of instruction. Prerequisite or corequisite: Education 420 or 525 or consent of instructor.

Education 527. Art Education in the Elementary and Secondary School

Introduction to drawing, painting and sculpture for the public school teachers. Prerequisite: Permission of the instructor.

Education 528. Music Education in the Elementary School

The place and function of music in the elementary school curriculum. Selection, discussion, and analysis of musical materials including state texts; planning activities that enable children to develop appreciation, skills, and understanding of the music content. Prerequisite: Permission of instructor.

Education 529. Vocational Education and Training for Exceptional Children

Curriculum, program administration, services, and legal aspects of vocational education and training for exceptional children, including occupational information and counseling; work evaluation and adjustment principles.

Education 530. Curriculum Theory and Development (3)

Current and traditional theories of curriculum, including general organizational patterns, course patterns, and methods of effecting curriculum change; relies upon historical models.

Education 531. Curriculum Evaluation (3)

Procedures, materials, and problems in the evaluation of school curricula and programs. Prerequisite: Education 530 or consent of instructor.

Education 532. Concepts of Science Education (3)

Differentiation of the concepts of science education appropriate to learning and teaching science at the elementary and secondary levels.

Education 533. Curriculum Concepts for Elementary Science Education (3)

Special research studies and/or independent studies in science curricula of the elementary school.

Education 534. Curriculum Concepts for Secondary Science Education (3)

Special research studies and/or independent studies in science curricula of the secondary school.

Education 535. Special Problems in Science Education

Special research problems in science education including pilot studies, curriculum, methodologies, and the nature of science. (Laboratory based)

Education 536. Special Problems in Mathematics Education (3)

Instruction in mathematical concepts related to specific problems in mathematics and education; development of curricular units related to the problem under investigation. May include research problems in mathematics education, including pilot studies, curriculum methodologies, and the nature of mathematical learning. Lectures and laboratories. Prerequisite: Consent of the instructor.

Education 537. The Nature of Science and Implications for Science Teaching (3)

Designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time devoted to developing understanding of the differences between scientific inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis placed upon how this information affects methodology, curriculum, and the structure of specific courses in science. Prerequisite: preparation in science/mathematics or consent of instructor.

Education 538. Curriculum Development and Program Planning for Business and Distributive Education

Needs and goals in education and manpower development for business, general business and economic education; program scope, content in structure; professional and youth organization; as related legislation and historical development.

Education 539. Physical Education in the Elementary Schools (3)

Examination of the place and function of physical education in the elementary school curriculum; analysis of growth and development patterns; learning and motor development; instructional strategies, methodology, materials and evaluation procedures. Focuses on an understanding of the relationship of physical and motor development to the total learning experience of the child.

Education 540.001. Observation and Participation in Bilingual/Bicultural Education (2)

Field work for Bilingual/Cross-Cultural Specialist Credential candidates. Supervised experiences related to classroom teaching, with seminars and conferences as arranged. Prerequisite: Consent of instructor.

Education 540.002 Practicum in Bilingual/Bicultural Education. (3)

Advanced field work for Bilingual/Cross-Cultural Specialist Credential candidates. Supervised classroom teaching and related experiences, with seminars and conferences as arranged. Prerequisite: Education 540.001 and consent of instructor.

Education 541. Study Abroad: Comparative (1-5)

Conducted on an independent project basis to follow previous comparative studies of educational practices in foreign countries which included seminars, lectures and school visitations.

Education 542. Observation in Special Education

Three types of exceptional children are observed: educable mentally retarded (EMR), learning disabilities (LD), and emotionally disturbed (ED). This exposure provides students with an opportunity to examine characteristics, behavior, and learning problems displayed by those groups of exceptional children.

Education 543. Supervision and Administration of Early Childhood Education (3)

The planning, supervision and administration of early childhood programs in local districts and private institutions. The laws and regulations governing early childhood education in California are considered. Procedures for evaluating early childhood programs in terms of the objectives of sponsoring institutions and the guidelines from regulatory agencies are included. Prerequisite: Education 513.

Education 545. Practicum in Curriculum Supervision

Field experience in the processes leading to solutions to problems in curriculum improvement. Prerequisite: Education 574, 575.

Education 546. Practicum in Diagnosis and Correction of Reading Problems

Clinical and laboratory work with students with reading problems; case study and reporting; interviewing; applied methods and materials.

Education 547. Practicum in School Management (3)

Field experience in the establishment of decision-making processes in school management. Prerequisite: Education 578.

Education 548. Practicum in School-Community Relations (3)

Field experience in collecting data related to the school and its community relations, and in proposing solutions to problems of community relations. Prerequisite: Education 579.

Education 549. Diagnosis and Remediation of Learning Problems in Mathematics

Diagnosis, analysis, and remediation procedures to assist children who have problems in learning mathematics. Involves work with children, relating applicable theories of learning and instruction to mathematics teaching and learning, diagnosing children's difficulties through the use of standardized and teacher-made tests and observations, analysis and

remediation through the use of manipulative and other materials. Prerequisite: Mathematics 320 or equivalent.

Education 550. Social Studies in Elementary School

Surveys objectives and the foundation of the discipline of social studies; offers a variety of organizational and planning approaches for a program, variety of learning experiences, instructional strategies and methods, areas of skill development, means of providing for individual differences; treats the affective domain, the role of current affairs, a variety of resources available, and evaluation procedures.

Education 551. Teaching English in the Secondary Schools (3)

Examines how linguistics and language acquisition relate to the teaching of English in the secondary school. The course focuses on research and methodology related to language and language teaching.

Education 552. Curriculum Concepts for Secondary English Education (3)

Special research or independent studies of theory and practice of language arts curricula in the secondary school.

Education 553. Language Arts in the Elementary School (3)

Methods and materials of instruction in the language arts area in the elementary school; includes writing, listening, and speaking skills.

Education 554. Curriculum Concepts for Elementary Language Arts (3)

Special research or independent studies of theory and practice of language arts curricula in early childhood education and in the elementary school.

Education 555. Trends and Issues in Elementary School Curriculum (3)

Major curriculum issues in the elementary school. Analysis of recent curriculum trends. Exploration of historical and current alternative curriculum organizations.

Education 556. Trends and Issues in Secondary School Curriculum. (3)

Major curriculum issues in the secondary school. Analysis of recent trends. Exploration of historical and current alternative curriculum organizations.

Education 557. Trends and Issues in Community/Junior College Curriculum and Instruction (3)

Major issues in curriculum and instruction in the community/junior college with an analysis of recent trends. Exploration of historical and current alternative curriculum and instruction organization strategies.

Education 558. Methods of Reading Instruction in the Elementary School

Methods and techniques of teaching reading in the elementary school, including the phonics method, instructional procedures, media, and materials.

Education 559. Field Experiences in Reading

Experience on a school site enabling the student to assume responsibilities for developing and/or evaluating reading problems in a school situation.

Education 560. Introduction to Counseling and Personnel Services

Development and scope of counseling and student personnel services, including historical perspectives, basic philosophies and objectives, ethics, accountability, human relations, professional and personal relationships. Some laboratory experiences included.

Education 561. Organization and Administration of Student Personnel Services

Structure of student personnel services in education, including relationships, evaluation, staffing, roles, responsibilities, laws, and budget.

Education 562. Counseling the Young Child

The counselor and his/her role in dealing with young people, including early childhood through elementary age; developmental tasks, learning problems, working with teachers and parents; case studies, methods, and procedures.

Education 563. Introduction to College Student Personnel Work

The study of the influence of student services upon institutions of higher education, including an analysis of each major area and its unique contribution to the development of students.

Education 564. Research in Bilingual/Bicultural Education*

An examination of the research and other published materials related to the teaching of the bicultural child.

Education 565.001. Instructional Systems in Business and Distributive Education (2)

Adapting content of basic business, office, marketing and related disciplines to the development of occupational competencies; selection of learning experiences; materials and media; development of performance goals related to career objectives; scope and sequence patterns; follow-up and evaluation design.

Education 565.002. Principles and Programs of Career and Occupational Education

Foundations of career and occupational education, comprehensive school program characteristics, program planning. Special emphasis is given to programs in agricultural, distributive, health, home economics, industrial, and office education.

Education 566. Introduction to Learning Disabilities

Study of deviations from normal in gross motor development and visual perception. Attention to assessment of effectiveness of teaching methods, materials, and media.

Education 568. Introduction to Education of Exceptional Children

Basic characteristics, needs, and socio-educational necessities of exceptional children. Survey of existing constraints, facilities, personnel, and curricula for the exceptional children. Recommended for both elementary and secondary teachers and administrators.

Education 569. Psychological Measurement

Measurement theory as applied to the selection and use of appraisal instruments in counseling; use of psychometric data, evaluation of tests, problems of test administration and scoring, and issues in testing and appraisal.

Education 571. School Governance (3)

Study of the organization and administration of public school systems on the national, state, and local levels in the United States; typical patterns, problems and strategies of solution for problems.

Education 572. Legal Aspects of Education (3)

The laws of public education, examined from the point of view of implications for the profession; considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

Education 573. Financing Public School Districts (3)

A systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology and management and accounting. Prerequisite or corequisite: Education 571 or consent of instructor.

Education 574. Supervision of Instruction I

Historical development of educational policy and practice. Current trends and developments on the organization and administration of the curriculum and the instructional staff.

Education 575. Supervision of Instruction II

Organizational processes in the schools for establishing and evaluating teaching-learning effectiveness; decision making for curriculum development and improvement.

* Course approved for scholarship grants under Miller-Unruh Basic Reading Act.

Education 576. School Personnel Administration (3)

Policy formation for personnel practices; techniques of organizing for personnel selection and evaluation; legal and theoretical aspects of the negotiation process.

Education 577. Theory and Problems in School Administration (3)

Theoretical concepts of human behavior in school organizations; effective communications; solution of problems through human interaction.

Education 578. School Management (3)

Budgeting systems at school and school district levels; systems analysis applied to school district problems.

Education 579. School-Community Relations (3)

The influence of the formal and informal structures of communications systems in communities; the nature of communities and the contributions of cultures.

Education 580. Research in Elementary Science Education (3)

Examination of researches on processes in elementary science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 581. Research in Secondary Science Education (3)

Examination of researches on processes in junior and senior high school science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 582. Research Seminar in Early Childhood Education (3)

A topical consideration of researches in early childhood education related to program patterns, curricula, growth and development, methods, materials and evaluation of learning. Prerequisites: Education 513, 514, 522 or consent of instructor.

Education 583. Research in Secondary English Education (3)

Examination of researches in secondary English education, special problems and topics, methods and evaluation. Prerequisite: consent of the instructor.

Education 584. Research in Elementary Language Arts (3)

Examination of research in elementary language arts education, special problems and topics, methods and evaluation. Prerequisite: consent of the instructor.

Education 588. Education of the Socially Disadvantaged *

A sociological-psychological survey of the disadvantaged and their relations with the schools. Analysis of inherent problems: motivation, communication, English as a second language.

Education 589. Educational Anthropology

A study of American education from a cultural perspective. The application of anthropological theories and methodologies to the study of education.

Education 591. Problems in Early Childhood Education and Elementary Education (1-5)

Repeatable with different topics. In-depth study of various areas in early childhood and elementary education.

Education 592. Problems in Secondary Education (1-5)

Repeatable with different topics. In-depth study of various areas of secondary education.

Education 593. Curriculum Problems and Practices (1-5)

Repeatable with different topics. In-depth study of curriculum problems in education.

* Course approved for scholarship grants under Miller-Unruh Basic Reading Act.

Education 594. Workshops in In-Service Education (1-5)

Repeatable with different topics. Special programs in in-service education.

Education 595. Recent Developments in Education (1-5)

Repeatable with different topics, significant developments in education; presentation of recent research and ideas.

Education 596. Special Topics in Secondary English Education (3)

Special investigation into specific problems in language arts education in secondary schools.

Education 597. Special Topics in Elementary Language Arts (3)

Special investigation into specific problems in language arts education in elementary schools.

Education 598. Linguistics and Reading (3)

An examination of the structure sources and dialects of the English language, including cultural differences and reading. Consideration given to the cues and miscues found in the reading process.

Education 599. Seminar in Reading (3)

Consideration of the nature of the discipline. Integration of materials and ideas from other courses. Relation of the reading process to the needs of the student. Prerequisite: Education 546 or consent of the instructor.

Education 600. Career Education-Exploration and Preparation (3)

The designing and implementation of the career education concept (K-14). Emphasis on the development of materials for classroom use in grades K-14 for each career education element related to each level of progression and all disciplines.

Education 601. Administration of Career and Occupational Education Programs (3)

Organization and administrative aspects of vocational education programming. Designed to study the application of administrative theory and research. Federal, state, county and local district level programs will be reviewed.

Education 604. Special Topics in Education

Varying and repeatable special topics in elementary, junior high, and secondary education. Special investigations into specific areas and problems.

Education 610. Philosophical Foundations of Education (3)

Examination of selected current philosophies of education, their histories and applications to contemporary educative processes.

Education 611. Sociological Foundations of Education (3)

Applications of insights derived from the social sciences to principles and practices of education. Prerequisite: Education 410.

Education 612. Historical Foundations of Education (3)

Detailed study of the history of the major trends, forces and patterns in education.

Education 615. Comparative Education (3)

Education patterns of various countries, their problems and trends as part of the cultural settings.

Education 616. The Community College (3)

Origins of the community college; philosophy and objectives; roles and functions; curriculum development and organization; and relationships to other segments of education.

Education 620. Individualization of Instruction for Exceptional Children

Reinforcement theory, programs, and techniques applied to problems of exceptional children. Clinical-prescriptive teaching and management in "field" classroom settings with behavior control and individualization of methods and materials. Required course for specialist credential.

Education 621. Counseling Exceptional Children and Their Parents

Exceptional children manifest serious emotional and psychological problems in addition to expected academic, social, and behavior problems. This course is designed to focus on problems other than academics. It will include procedures for assisting parents who are frequently in need of counseling in dealing with the problems of their children.

Education 626. Resource Specialist: Managerial Role

Problems of serving individuals with exceptional needs in regular school programs. Emphasis on the managerial skills of consultation, in-service training of regular and special education staffs, and coordination of services for pupils with exceptional needs. Prerequisites: Learning Handicapped Credential from CSB or competency certification, and Education 515.

Education 627. Resource Specialist: Practicum

Each candidate is required to select one emphasis area as a specialization for intense study. The practicum project activity is developed as a component of the emphasis area, and the candidate must plan, implement, and evaluate the project for satisfactory completion of the practicum. Prerequisite: Education 626.

Education 630. Curriculum and Instruction for Exceptional Children

Review of historical and contemporary curricula, with emphasis on problems, principles, and materials for curriculum development for groups of particular interest. This course is required for the Specialist Credential in Special Education.

Education 631. Seminar in Career and Occupational Education

Examination of issues, trends and problems in career and occupational education. Exploration of emerging roles of various governmental and private agencies in total manpower development. Emphasis upon individual investigation and writing.

Education 635. Curriculum Materials Development for Bilingual/Bicultural Education

Guided curriculum materials development for bilingual/bicultural classrooms; includes a review of curriculum development principles and provision for the application of those principles to the development and adaptation of bilingual/bicultural curriculum materials for use in elementary and secondary classrooms.

Education 636. Seminar in Bilingual/Bicultural Education

A review and analysis of research and programs in Bilingual/Bicultural Education. Approval of the instructor required.

Education 640. Elementary Intern Teaching Practicum

Supervised participation and laboratory experience in elementary teaching. Limited to graduate students admitted to the elementary intern teaching program. Offered only on a credit, no-credit basis.

Education 642. Secondary Intern Teaching Practicum

Supervised participation and laboratory experience in secondary teaching. Limited to graduate students admitted to the secondary intern teaching program. Offered only on a credit, no-credit basis.

Education 644. Early Childhood Education Field Experience (6)

Laboratory and field experiences with children in different environments; studies of behavior via modes of observation and research projects; methods and procedures.

Education 650. Recent Developments and Research in Social Studies Education (3)

Content basis and modes of inquiry for the social studies; research relating to social studies teaching and learning; recent developments, including general features of new programs; examining new programs and projects; areas of recent concern; and political impacts on social studies curriculum and guidelines.

Concentrations: Education 650.001 Social Studies Education: Elementary
Education 650.002 Social Studies Education: Secondary

Education 660. Career Counseling

Theories of career and vocational development; psychological and sociological aspects of work; sources and use of occupational and educational information; concepts of counseling for career development.

Education 661. Group Counseling

Principles of group dynamics and the group process as applied to counseling; concern for interpersonal group relationships. Prerequisite: Educ. 560 and 662 and prior approval of instructor.

Education 662. Counseling Theories and Techniques (6)

Basic concepts and techniques; theoretical foundations, including their practical application to the conduct of counseling; development of a personal counseling philosophy; ethics, viewpoints and evaluation of outcomes. Includes laboratory experience. Prerequisite: Educ. 560 and 668 and approval of instructor.

Education 663. Advanced Counseling Theories and Techniques

A continuation of Education 662. The study and analysis of various advanced theories and techniques, including research into the counseling process and evaluation of counseling effectiveness. Prerequisite: Educ. 662.

Education 665. Family Counseling

Analysis of current practices and review of research in marriage and family counseling. Includes comparisons of theoretical positions. Prerequisite: Education 662.

Education 666. Research Seminar in Counseling and Personnel Services

Analysis of current publications and review of research in counseling and personnel services.

Education 667. Special Problems in Counseling

A review and analysis of specific topical areas in counseling, including a critical examination of research related to each area. May be repeated with different topics. Approval of instructor required.

Education 668. Counseling Skills I (3)

Theory and practice of interpersonal relations, with emphasis on understanding and acceptance of self and others, basic communication skills, and dynamics of interaction. Prerequisite: Education 560 or concurrent enrollment. Grading is on a non-optional credit no-credit basis.

Education 668.001. Counseling Skills II

This course is designed for students desiring additional counseling skills training. Grading is on a non-optional credit, no-credit basis. Prerequisite: Education 668 and consent of instructor.

Education 669. Practicum in Counseling I

Supervised experience in counseling persons in a variety of settings. Emphasis upon establishing good interpersonal relationships with individuals and groups, self-understanding, and understanding of psychodynamics and measurement techniques as used in counseling. May be repeated for credit; see Education 669.001. Grading is on a non-optional credit, no-credit basis. Prerequisite: Education 560, 662, 668 and prior approval of the instructor.

Education 669.001. Practicum in Counseling II

Designed for students needing additional practicum experience. Grading is on a non-optional credit, no-credit basis. Prerequisite: Education 669 or 693, and consent of instructor.

Education 672. Self-Development of Exceptional Children

Historical and theoretical review of self-psychology, with stress on self-development, self-terminology, and self-assessment of exceptional children.

Education 680. Research Design and Analysis in Education (6)

Consideration of alternate designs for descriptive and inferential studies in education; analytic methods applied to findings and conclusions. Prerequisite: conditional graduate standing in Education.

Education 681. Directed Research Seminar in Education (3)

Review and comparative analysis of proposed designs for studies in education leading to thesis or project. Prerequisites or corequisites: Mathematics 140 and Education 680 or consent of instructor.

Education 682. Directed Research in Early Childhood Education (3)

Review and comparative analysis of proposed designs for field studies in early childhood education leading to thesis or project. Prerequisite: Mathematics 140 (elementary statistics) and Education 680 or consent of instructor.

Education 683. Research in Elementary Curriculum and Instruction (3)

Review and analysis of specific, topical researches in elementary curriculum and instruction; critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education.

Education 684. Research in Secondary Curriculum and Instruction (3)

Review and individual study of topical researches in secondary curriculum and instruction. Critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education.

Education 685. Research in Community College Curriculum and Instruction (3)

Review and analysis of specific, topical researches in community college curriculum and instruction; critical assessment of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 325 or equivalent.

Education 686. Research in Foundations of Education (3)

Review and analysis of specific, topical researches in psychological, sociological, historical, philosophical or comparative foundations of education; critical examinations of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 516, 610, 611, 612, 615 or equivalent.

Education 687. Research in Physical Education (3)

Review and analysis of specific, topical researches in physical education; critical consideration of selected literatures. Prerequisites: admission to conditional graduate standing in the School of Education and Physical Education 452 or consent of instructor.

Education 688. Research in Special Education (3)

Review and analysis of specific, topical researches in special education; critical analysis of selected literatures. Prerequisite: admission to conditional graduate standing in the School of Education.

Education 690. Master's Thesis in Education (2-5)

A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Classified graduate standing in the School of Education, approval of a thesis plan by a Terminal Activity Committee (TAC*) of the School.

* TAC Terminal Activity Committee. Such committees consist of three family members and must be approved by the Graduate Studies Committee of the School through the Coordinator of Graduate Studies. (See your graduate advisor for specifics.)

Education 691. Master's Project in Education (2-5)

Design and implementation with a written report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Classified graduate standing in the School of Education, approval by a Terminal Activity Committee* of the School.

Education 692. Master's Examination in Education (2-5)

Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by a TAC*. Prerequisites: classified graduate standing in the School of Education, approval by a TAC* of the School.

Education 693. Master's Project: Counseling Practicum

This practicum is the terminal activity for the Masters' Degree in Education with concentration in Counseling and Personnel Services. See description of course under Education 669.

Education 699. Individual Study in Graduate Education (1-5)

Admission with consent of the Coordinator of Graduate Studies, School of Education.

* TAC Terminal Activity Committee. Such committees consist of three family members and must be approved by the Graduate Studies Committee of the School through the Coordinator of Graduate Studies. (See your graduate advisor for specifics.)



It's chin-up for Mike Johnson, a member of CSB's Roadrunner wrestling team which captured NCAA Division II national championships in 1975/76 and 1976/77. Roadrunner basketball team took national title in 1975/76.

PHYSICAL EDUCATION DEPARTMENT

The purpose of the Bachelor of Arts degree in Physical Education is to develop and impart to the student, in an integrated, orderly and logical sequence, a fundamental understanding of the individual as he engages in physical activity. The body of knowledge covered by courses in the major, which require prerequisite courses in the traditional academic fields, is designed to provide the student with the tools to analyze physical performance and sport from a number of different viewpoints: biological, mechanical, historical, social, etc. While the general approach to study in these areas emphasizes the utilization of theoretical principles and scientific information, practical application is stressed.

A student who completes the major will be prepared for teaching and coaching positions in the public schools. Anyone interested in a public school position should consult with his advisor during the first quarter of the junior year concerning teaching credential requirements.

REQUIREMENTS FOR THE MAJOR

Any student interested in majoring in Physical Education should obtain general information about the program early in his lower division career. After declaring a major in Physical Education, he should meet with his advisor to plan his course of study.

1. The following courses will be required:

- | | |
|---|--|
| Physical Education 150 | Fundamental Activities |
| Physical Education 200 | Perspectives in Physical Education |
| Physical Education 300 | Motor Learning |
| Physical Education 312 | Teaching Physical Education |
| Physical Education 315 | Aquatics |
| Physical Education 330 | History of Sport |
| *Physical Education 350 | Coaching Series |
| Physical Education 360 | Theory and Practice of Court Activities |
| Physical Education 361 | Theory and Practice of Field Activities |
| Physical Education 362 | Sports Officiating |
| Physical Education 391 | Preparation for Competency Examination |
| Physical Education 401 | Kinesiology |
| Physical Education 470 | Administration of Physical Education and Athletic Programs |
| Physical Education 490 | Senior Seminar in Physical Education |
| * Two courses from the 350 series. Alternatively, Dance 462, Extensions of Modern Dance, can be taken to satisfy this requirement. See Catalog section on Fine Arts for course description. | |

2. Ten or more units from the following courses:

- | | |
|------------------------|--|
| Physical Education 310 | Measurement and Evaluation |
| Physical Education 335 | Introduction to Recreation |
| Physical Education 340 | Community Recreation |
| Physical Education 390 | Prevention and Treatment of Athletic Injuries |
| Physical Education 403 | Adapted Physical Education |
| Physical Education 404 | Physiology of Exercise |
| Physical Education 405 | Motor Development |
| Physical Education 410 | Movement Education |
| Physical Education 420 | Sport Sociology |
| Physical Education 430 | Women in Sport |
| Physical Education 440 | Recreational Leadership |
| Physical Education 450 | Recreational Programming, Management of Areas and Facilities |
| Physical Education 480 | Sport Psychology |

3. In addition to the major requirements, each degree candidate must satisfy one of three options:
- An augmented major consisting of at least 20 units, approved by the student's advisor, taken outside of Physical Education
 - A minor consisting of at least 20 units within a minor program designed by another discipline
 - An interdisciplinary concentration or minor in one of the specially developed areas, such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Crime, Law and Society, and Women's Studies.

REQUIREMENTS FOR THE MINOR

The minimum requirement for the minor in Physical Education is 20 units. This must include Physical Education 200 and a combination of upper division course work acceptable to the major department.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Physical Education has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Physical Education has been approved for a CSB graduate in Physical Education.

COURSES

All courses in Physical Education not otherwise designated carry five quarter units of credit.

Experiential Learning

Credit for prior work experience is available in the Department of Physical Education:

Physical Education 289. 1–5 units of lower division credit.

Physical Education 489. 1–5 units of upper division credit

Interested students should contact the Office of the Department Chairman.

Lower Division

Physical Education 150. Fundamental Skills (1)

Instruction in a variety of sports activities. Two meetings per week. Offered only on a credit, no-credit basis.

IN ST 150.000. Modern Dance (1)

Basic exercises and locomotor movements of modern dance technique. Two meetings per week. Offered only on a credit, no-credit basis.

IN ST 150.023. Mexican Folk Dance (1)

Description, interpretation and performance of regional dances from Mexico. Two meetings per week. Offered only on a credit, no-credit basis.

Physical Education 200. Perspectives in Physical Education (3)

An introduction and orientation to the field of physical education in terms of professional and career opportunities. A consideration of the major theories, ideas and issues (contemporary and historical) that have influenced the direction of the field. Lecture, discussion and observation.

Physical Education 250. Intercollegiate Sports (1)

Daily instruction in intercollegiate activities. May be repeated according to season. Field trips required. Five meetings per week. Field trips required. Prerequisite: Permission of the instructor.

Physical Education 252. Topics in Physical Education (1–5)

Variable subject matter dealing with selected facets of physical education. May be repeated for different course credit. Discussion and a terminal project.

Upper Division**Physical Education 300. Motor Learning (3)**

A study of selected factors that influence the acquisition and retention of fine and gross motor skills, with emphasis on the role of motor and sensory systems. Lecture and discussion. Prerequisite: Psychology 100.

Physical Education 310. Measurement and Evaluation

Introduction to measurement and evaluation procedures used in physical education. Theory and analysis of the construction, administration, and evaluation of measurement instruments used in physical education. Emphasis on learning to evaluate objectives, program outcomes, and student achievements.

Physical Education 312. Teaching Physical Education (3)

Instruction in and practice of teaching competencies. One and one-half hours of lecture, three hours of activity under supervision. Prerequisite: Completion of competency examination in selected activities or advanced skill level, or permission of the instructor.

Physical Education 315. Aquatics (2)

Content designed to familiarize students with techniques and safety practices in life saving, skin and scuba diving, small boating, and synchronized swimming. One hour of lecture, two hours of activity.

Physical Education 330. History of Sport (3)

Examination of the relationship between historical pattern and change and the status, relevancy and acceptance of sport, with emphasis on Western tradition. Lecture and discussion. Prerequisite: History 101 or permission of the instructor.

Physical Education 335. Introduction to Recreation

An orientation to the field of recreation and leisure services, including an overview of the history and development of the recreation profession.

Physical Education 340. Community Recreation

An examination of the history and social determinants of the recreation movement in the United States. Lecture, discussion and observation. Prerequisite: Sociology 200 or History 101 or permission of the instructor.

Physical Education 350. Coaching Series (2)

Selected study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation.

Physical Education 351. Theory and Practice of Coaching Baseball

Physical Education 352. Theory and Practice of Coaching Basketball

Physical Education 353. Theory and Practice of Coaching Football

Physical Education 354. Theory and Practice of Coaching Tennis

Physical Education 355. Theory and Practice of Coaching Track

Physical Education 356. Theory and Practice of Coaching Volleyball

Physical Education 357. Theory and Practice of Coaching Wrestling

Physical Education 358. Theory and Practice of Coaching Field Sports for Women

Physical Education 360. Theory and Teaching of Court Activities (3)

A study of methods, curricular materials and evaluative procedures as related to the teaching of selected court activities. Lectures, discussions and laboratory. Prerequisite: Physical Education 150 or permission of the instructor.

Physical Education 361. Theory and Teaching of Field Activities (3)

A study of methods, curricular materials and evaluative procedures as related to the teaching of selected field activities. Lecture, discussion and laboratory. Prerequisite: Physical Education 150 or permission of the instructor.

Physical Education 362. Sports Officiating (2)

Theory and practice of officiating sports in programs in the schools. Lecture, demonstration, and practice leading to certification or local rating. Modules of instruction selected from the following: basketball, volleyball, softball/baseball.

Physical Education 370. Advanced Coaching Series (2-5)

Advanced study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation. Prerequisite: Appropriate course from 350 series or permission of instructor.

Physical Education 371. Advanced Coaching Techniques in Baseball

Physical Education 372. Advanced Coaching Techniques in Basketball

Physical Education 373. Advanced Coaching Techniques in Football

Physical Education 374. Advanced Coaching Techniques in Tennis

Physical Education 375. Advanced Coaching Techniques in Track

Physical Education 376. Advanced Coaching Techniques in Volleyball

Physical Education 377. Advanced Coaching Techniques in Wrestling

Physical Education 378. Advanced Coaching Techniques in Field Sports for Women

Physical Education 390. Prevention and Treatment of Athletic Injuries (formerly titled Athletic Training) (3)

An examination of the theoretical background of the prevention, care, and rehabilitation of athletic injuries and other sport-related pathological conditions. Also studied are the practical skills involved in taping, first aid, and rehabilitation techniques.

Physical Education 391. Preparation for Competency Examination (3)

Designed to fulfill individual student needs with regard to the meeting of competency prerequisites for student teaching. Emphasis is placed on those areas of sport, skill, and teaching not covered by the major courses.

Physical Education 401. Kinesiology (3)

The study and application of physical structure and muscular movements in various physical education activities. Description and application of certain anatomical concepts and physical laws to joint and muscular action. Lectures, discussions and observations. Prerequisite: Biology 250, Human Anatomy.

Physical Education 403. Adapted Physical Education

A study of physically handicapped children who require specialized physical education and rehabilitation. Lecture, discussion and observation. Prerequisite: Physical Education 401 or Biology 351 or permission of the instructor.

Physical Education 404. Physiology of Exercise

A study of human physiological adaptation during exercise. Lecture and discussion. Prerequisite: Biology 250 or permission of the instructor.

Physical Education 405. Motor Development

A study of the relationship between physical growth, motor development and motor performance of individuals from infancy through adolescence, with emphasis on age and sex differences. Lecture and discussion. Prerequisite: Physical Education 300 or Psychology 310 or permission of the instructor.

Physical Education 410. Movement Education

An analysis of current programs with emphasis on philosophy, objectives, nature of motor learning, movement analysis and characteristics of children. Also stressed are curricular development, instructional techniques, evaluative procedures and basic equipment.

Lecture, discussion, observation and demonstration. Prerequisite: Physical Education 300 or permission of the instructor.

Physical Education 420. Sport Sociology

A study of the relation of play, sport and physical activity to social process, function and structure, through the use of sociological concepts. Lecture and discussion. Prerequisite: Sociology 200 or permission of the instructor.

Physical Education 430. Women in Sport

A multidisciplinary analysis of the problems, patterns, and processes associated with the sport involvement of women in our culture. Reflects changing trends in education and society, including current legislation and feminist ideas. Students of both sexes are welcome to participate.

Physical Education 440. Recreational Leadership

An examination of the theoretical and philosophical basis for leadership, leadership roles, social dynamics, and participation in recreation activities, planning, implementing, financing, staffing, supervising, and evaluating organized systems of recreation.

Physical Education 450. Recreational Programming, Management of Areas and Facilities

A study of basic principles and practices in organization, supervision, promotion, and evaluation of various types of recreation programs, including methods and materials used in planning and conducting organized recreation programs in public and private agencies.

Physical Education 470. Administration of Physical Education and Athletic Programs (3)

Topics include curriculum, facilities, budget, personnel selection and problems, evaluation, scheduling, legal questions, intramurals, recreation and related items in secondary school programs. Prerequisite: Major or minor in Physical Education or permission of the instructor.

Physical Education 480 (formerly Physical Education 380). Sport Psychology

Perception, motivation and emotion in relation to physical activities. Personality types and activity selection; relationships and interactions between coaches and players. The psychology of competition. Lectures and discussions. Prerequisite: Psychology 316 or permission of the instructor.

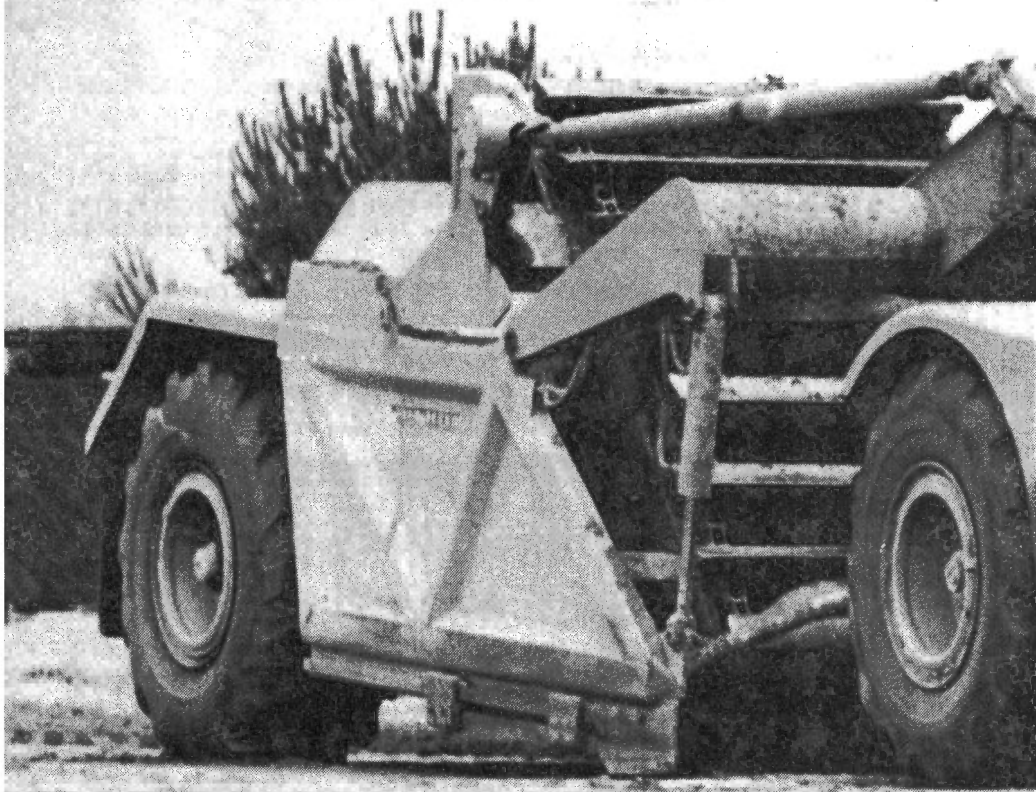
Physical Education 490. Senior Seminar in Physical Education (6)

A terminal integrating course dealing with the nature of the discipline with particular emphasis on the relationship between physical education and the student's minor field of study. Prerequisite: Senior major or permission of the instructor.

Physical Education 499. Individual Study (1-5)

Admission with consent of the Department Chair and the Dean of the School of Education. Discussion and a terminal project.

Through CSB's Foundation, \$540,000 of Doré Funds will be used to enhance Fine Arts Theatre Building with a hydraulic lift orchestra pit and enlarged and better equipped stage and rehearsal facilities.





SCHOOL OF HUMANITIES

Learning opportunities in the School of Humanities have been designed to encourage students to appreciate the relevance of humanistic study to life in the modern world.

The undergraduate curriculum pattern is based on a program of introductory and developmental courses on the lower division level for each of the disciplines in the School of Humanities and a series of upper division courses for each area of study.

Each introductory course is designed to show the applicability of its subject matter to the acquisition of a life form capable of coping both with the diversity and unpredictability of human endeavor and with the eternally similar needs and aspirations of man. Stress is accorded the role played by a particular discipline in the civilizing of mankind. Attention is given to the methodology of each area of humanistic study as a way of evaluating its integrity. The significance of the subject matter for the contemporary world is considered.

The developmental courses are designed to treat their subject matter from a substantive point of view, and also to show how understanding of the material in each course can contribute to an understanding of the problems of our age. They also provide background valuable for more advanced work in a particular area of major and minor concentration.

Upper division work in the various departments of the School, while it may be taken for elective credit by any eligible student, is designed primarily to meet the needs of majors and minors.

Courses used to satisfy General Education requirements may not be used for the major concentration.

Programs leading to the Master of Arts in English and the Master of Arts in History are offered also within the School of Humanities. Information pertaining to these degrees may be found in the sections of this catalog devoted to the Department of English and the Department of History.

GENERAL REQUIREMENTS FOR A MAJOR

General requirements for a Bachelor of Arts degree within the School of Humanities include:

1. A major of at least seven courses, including the Senior Seminar
2. The satisfactory completion of one of the three options listed below:
 - a. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 - b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 - c. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Mathematics 210 (Computer Programming and Data Processing I) is recommended for all students in the School of Humanities.

Students in the School of Humanities must also meet the *General Education Requirements* of the College.

Requirements for Interdepartmental Speech and Theatre Minor

Twenty units, fifteen of which must be upper division, from English 108, English 109, English 309, English 407, English 475 (Drama), Theatre 232, Theatre 332, Theatre 380, Theatre 381, Theatre 382, Theatre 383, Theatre 477, Theatre 499, Music 380, Music 223, 423 (Individual Instruction in Voice).

Interdepartmental Courses in Humanities

Some courses in the School of Humanities are offered on an interdepartmental basis rather than within a particular discipline. For 1977-78, the following courses are so designated and each may carry credit in one of the indicated departments

Humanities 308. Multi-Media

May carry credit in Fine Arts or English. See departmental listings for course description and prerequisites.

Humanities 363. Philosophy and Religion in Literature

May carry credit for English minor or Philosophy major or minor. See departmental listings for course description.

Humanities 374. History of Christian Thought I

May carry credit in History or Religious Studies. See departmental listings for course description.

Humanities 375. History of Christian Thought II

May carry credit in History or Religious Studies. See departmental listings for course description.

Humanities 376. Philosophy of History

May carry credit in History or Philosophy. See departmental listings for course description.

Humanities 378. History of Israel: Ancient

May carry credit in History or Religious Studies. See departmental listings for course description.

Humanities 395. Continental Literature in Translation

May carry credit in English or French or German or Spanish depending on area being covered in any particular quarter. Prior approval of the Chair of the Foreign Language Department needed for credit in French, German, or Spanish. In order to receive credit in their major or minor field, students are expected to do the readings in their target language. See departmental listings for the other prerequisites.

Humanities 420. Social History of Ideas I

May carry credit in History or Philosophy. See departmental listings for course description.

Humanities 422. Social History of Ideas II

May carry credit in History or Philosophy. See departmental listings for course description.

Humanities 470. Aspects of the Relationship Among Art, Literature, and History

May carry credit in English or Fine Arts or History. See departmental listings for course description.

Humanities 479. Literature and the Other Arts

May carry credit in English or Fine Arts. See departmental listings for course description.

Experiential Learning

Credit for prior work experience is available in all departments of the School:

— 289. 1-5 units of lower division credit

— 489. 1-5 units of upper division credit

Interested students should contact the Office of the School Dean.

ENGLISH DEPARTMENT

The undergraduate English curriculum is divided into a remedial group (English 51 and 52); two written composition courses, one of which (English 110) satisfies one-half of the Basic Subjects requirement of the college and to which the other (English 100) or its equivalent is prerequisite; two courses in the introduction to the nature of literature (English 101, 201); a number of courses in the area of Communications (including speech, journalism and media); a series of broad surveys of the development of English and American literature; and a number of courses established primarily, although not exclusively, for majors and minors. The introductory courses in the nature of literature (English 101, 201) are structured to allow the student to experience what literature is, how it functions, and its value in the contemporary world. It is recommended, but not required, that all students complete English 101 or 201 before taking any other English literature course. English 101 or 201 may also be used to satisfy five hours of the General Education requirement in Humanities (but English 201 may not be used to satisfy the requirement that students must take at least one 101 course). The communications courses are designed to involve the student in the theory and practice of non-written communication and of writing for the mass media.

The broad survey courses (English 203 through 205) are designed to allow the student to study literature itself and to experience the relationship of literature to man and his life, to experience the tie between literature and living. These courses may be used to satisfy an additional five hours of the General Education requirement in Humanities; they may also be taken by students majoring or minoring in English. Courses numbered 300 and 400 are courses primarily for majors and minors, but open to all students who have satisfactorily completed at least English 101 or its equivalent, or one course from the 200 series or its equivalent. Courses from the 400 series may be conducted in an interdisciplinary fashion with the cooperation of other departments. In such cases, they may be cross-listed in the appropriate departments. English courses numbered 500 through 599 are graduate courses open also to seniors. Courses numbered 600 through 699 are graduate courses limited to graduate students.

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Bachelor of Arts degree in English are:

- A. Satisfactory completion of English 101 or 201 or the equivalent. (May be waived for transfer students and for other students in special cases.)
- B. Seven courses in the Concentration in English Literature OR in the Concentration in Communications from the 300 series or above (including the Senior Seminar, English 490), with departmental consent. (Although the developmental courses in the 200 series are not prerequisites for advanced work in English literature, it is likely that a student's work in any particular 300 or 400 literature course would benefit from his having taken the comparable 200 course.)
- C. The satisfactory completion of one of the three options listed below:
 1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Students majoring in English must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

REQUIREMENTS FOR THE MAJOR WITH A CONCENTRATION IN LITERATURE

- A. Satisfactory completion of English 101, 201 or the equivalent, or one course from the 200 series in literature.
- B. English 490 (Senior Seminar)
- C. Six upper division courses from the department's offerings in language and literature selected from the following:
 - English 318. History of the Language
 - English 320. Survey of English Literature: 450–1500
 - English 325. Chaucer
 - English 330. Survey of English Literature: 1500–1600
 - English 335. Shakespeare I
 - English 336. Shakespeare II
 - English 340. English Literature of the Restoration and Eighteenth Century: 1660–1798
 - English 350. Romantic English Literature: 1798–1837
 - English 351. Victorian English Literature: 1837–1901
 - English 360. Twentieth Century English and American Literature
 - English 361. Contemporary English and American Literature: 1945 to the Present
 - English 373. Women in Literature
 - English 380. American Literature to the Civil War
 - English 381. American Literature from the Civil War to 1900
 - English 383. Survey of Black Literature
 - Humanities 395. Continental Literature in Translation
 - English 402. Creative Writing
 - English 407. Oral Interpretation of Literature
 - English 415. Introduction to Linguistics
 - English 416. Studies in Linguistics
 - Humanities 470. Aspects of the Relationships Among Art, Literature, and History
 - English 475. Genre Studies
 - English 477. Studies in Literature and Society
 - Humanities 479. Literature and the Other Arts
 - English 490. Senior Seminar
 - English 499. Individual Study

REQUIREMENTS FOR THE MAJOR WITH A CONCENTRATION IN COMMUNICATIONS

- A. Satisfactory completion of English 110 or its equivalent, and English 101 or its equivalent
- B. One required upper division core course, English 309 (Theories of Communication)
- C. Four upper division courses in the areas of communications, speech, journalism, writing, and linguistics, selected from the following:
 - English 303. Basic Communication
 - English 304. Technical and Report Writing
 - English 305. Public Relations
 - English 306. Advanced Journalism
 - English 308. Multi-Media
 - English 309. Theories of Communication
 - English 318. History of the Language
 - English 376. Interpersonal Communication
 - English 378. Mass Media and Society
 - English 402. Creative Writing
 - English 405. Communication in the Organization
 - English 407. Oral Interpretation of Literature
 - English 409. Argumentation and Persuasion
 - English 410. Senior Composition
 - English 412. Intercollegiate Forensics
 - English 414. Newspaper Production
 - English 415. Introduction to Linguistics
 - English 416. Studies in Linguistics
 - English 490. Senior Seminar
 - English 499. Individual Study

- D. One elective from the other offerings of the department
- E. English 490 (Senior Seminar)

REQUIREMENTS FOR THE MINOR

The minimum requirements for an English minor are: Four courses at the 200 level or above, at least two of which must be upper division.

For the interdepartmental Speech and Theatre minor with the Fine Arts Department, see page 184 under heading Speech and Theatre minor.

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in English has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for English has been approved for a CSB graduate in English.

THE MASTER OF ARTS DEGREE IN ENGLISH¹

The Degree Program

The M.A. degree program in English has been designed primarily to provide the following: (1) a well-balanced program for those who wish to terminate their studies at the master's level and whose primary aim is to teach in a community college; (2) advanced training for teachers in this area who wish to improve their professional skills and status; (3) graduate courses for those who might wish to continue towards the Ph.D. degree at another institution; (4) continuing education for those wishing to extend their knowledge as an end in itself through an interesting and stimulating series of liberal arts courses.

Basic Pattern for the Master of Arts Degree in English

The basic pattern of the Master of Arts degree at CSB has been chosen with the idea of accomplishing the above objectives. It has been designed to provide: (1) a carefully planned and integrated program that insures a basic foundation of professional skills through a common core of courses; (2) some uniform degree of coverage in the areas of English and American literature; (3) more intensive training in reading, critical analysis, research, and writing than is possible in undergraduate work; (4) both concentration and diversity to intensify and broaden the individual student's experience in the fields of literature and language; (5) flexibility in type of courses to aid students in both their teaching and scholarship.

Description of the Basic Pattern

The minimal basic pattern of ten courses of five units each which can be completed within one academic year (three quarters plus a summer session) shall include: (1) three required courses in the areas of research methods, literary criticism, and linguistics; (2) three courses in English literature (early, middle, and later periods); (3) two courses in American literature (pre-Civil War and post-Civil War); and two electives in general or specialized courses of the student's choice (e.g., genre courses, courses dealing with the relationship between literature and society). With the consent of his advisor and the instructor, a student may choose any course in the 400, 500, or 600 series as an elective. Students are strongly urged to take English 600 during their first quarter of graduate study.

Example of a Ten Course Program

English 600 ¹	Literary Theory and Methods of Research
English 570 ²	Studies in Literary Criticism
English 515	Theories of Grammar
English 635	Shakespeare Seminar
English 645	Seminar in Pope and his Group
English 658	Problems in the Nineteenth-Century Novel
English 582	Studies in the American Romantics
English 686	Seminar in Later American Literature
English 475(g) ³	Genre Studies
English 477(g)	Studies in Literature and Society

¹ Courses numbered in the 600 series are open only to graduate students.

² Courses numbered in the 500 series are open to both senior and graduate students.

³ Upper division (400) courses allowed for graduate credit will be lettered "g". The letter "g" indicates that the graduate student in consultation with the instructor will be assigned work additional to that undertaken by undergraduate students. A maximum of three such courses will be credited toward the M.A. degree.

ADMISSION TO THE PROGRAM

Persons seeking an M.A. in English must first apply to the office of Admissions and Records for admission as UNCLASSIFIED graduate students. After admission to the college in the UNCLASSIFIED category, students are eligible to take graduate courses in English, but without the assurance that their course work will count as credit towards the M.A. degree at CSB. After admission to the college in the UNCLASSIFIED category, students wishing to become candidates for the M.A. degree should notify the English Department as soon as possible of their intention to apply for CONDITIONALLY CLASSIFIED or CLASSIFIED status. They will be asked to take the specialized GRE professional aptitude test and to have all their college transcripts sent to the English Department. At some time during each quarter, the English Department Graduate Committee will evaluate these documents and assign an eligible student a graduate advisor from the English Department to help the student plan his graduate program. The Graduate Committee will also notify those students not immediately eligible what steps they might take to become eligible for CONDITIONALLY CLASSIFIED or CLASSIFIED standing.

CONDITIONALLY CLASSIFIED STANDING

CONDITIONALLY CLASSIFIED STANDING may be accorded a student who has satisfied the following prerequisites:

- 1) A grade point average of at least 3.0 (B) in previous upper division English courses taken at CSB or at other accredited colleges or universities where the undergraduate English requirements are at least the equivalent of those at CSB.
- 2) Satisfactory performance in graduate English courses taken during the first term of graduate work (a GPA of 3.0) at CSB.

CLASSIFIED STANDING

After completing at least three graduate English courses at CSB (15 quarter units), the student will become eligible for CLASSIFIED standing. At this point, the Graduate Committee, after consultation with the student's advisor, will either notify the student that he has been advanced to CLASSIFIED standing or will make other decisions about the student's work. When a student achieves CLASSIFIED standing, he will be assigned a personal committee consisting of his advisor and two other department members who will guide the student further in his preparation for the M.A. Comprehensive Examination.

Completion of the Master of Arts Degree

- 1) After the student has been advanced to CLASSIFIED standing, he must successfully complete all courses in his approved program with at least an overall GPA of 3.0.
- 2) The student must successfully complete the departmental Comprehensive Examination which will review the student's performance in written work done in graduate courses (at least two papers must be submitted to his graduate committee) and which will test the student's ability to think critically and to communicate orally his thorough understanding of graduate work he has completed.

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

English 51. Fundamentals of Communication

A one-term course designed to develop skills in writing, speaking, and discussing. Open by special permission to students whose previous records or placement scores indicate that they will benefit from special work prior to or concurrent with enrolling in English 100. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 52. Developmental Reading

A one-term course open by special permission to students whose previous records or test scores indicate that they will benefit from a course designed to improve their reading speed and comprehension before they undertake courses that involve substantial amounts of required reading. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 100. English Composition

Study and exercise in the nature of prose to help students develop a mature and functional expository style as well as demonstrated competence in the principles of grammar and in effective communication. Three lectures and two three-hour reading and writing laboratories.

English 101. Introduction to the Nature of Literature

The development of the critical sense and the study of the relation of the form of literature to the society which produced it. Study of the application of basic research techniques to representative forms of literature—the short story, the drama, and the poem.

English 106. Introduction to Journalism

Introduction to the problems of journalism; exploration of the media, the audience, and the resources available in journalistic writing. An overview of the history of popular communication through the printed word.

English 108. Introduction to Public Speaking

An introduction to practical speech problems with training in the principles concerning the organization of various forms of public address and effective delivery.

English 109. Principles of Group Discussion

Theory and methods of group discussion; practice in organizing and conducting informal and public discussion for the solving of problems; attention to the role of group discussions in the contemporary world.

English 110. Advanced Composition

Experience in advanced expository writing. Prerequisite: English 100 or equivalent. One or more substantial papers each week.

Village 117. Perspectives: Literature and Science (10)

(See listing under Village courses. Credit given for both English 101 and Physics 100.)

English 201. Introduction to Literary Genres

Approaches to literary analysis applied to major works in English and American literature. Designed for prospective English majors. Students may not receive credit for both 201 and 101.

English 203. The Development of English Literature: 450–1798

The emergence of the English “people” as reflected in medieval and Renaissance readings: e.g., Beowulf, Sir Gawain and the Green Knight, Chaucer, Spenser, and Milton; the rise of the middle class in the age of “common sense.” Readings in Dryden, Pope, Swift, Johnson, and others; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 204. The Development of English Literature: 1798–Present

Revolution to Empire: selected readings in Wordsworth, Coleridge, Keats, Shelley, Byron, Tennyson, Browning, Arnold and others; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 205. Introduction to the Study of American Literature

American literature from colonial times to the present.

English 212. Intercollegiate Forensics (2)

Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking.

English 214. Newspaper Production (2)

Practical experience in all facets of newspaper composition from layout to paste up.

Upper Division**English 303. Basic Communication**

Analysis of the methods of verbal communication and exploration of the means by which a writer reaches his audience. Prerequisite: English 110 or its equivalent.

English 304. Technical and Report Writing

Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Open to all students but designed primarily for those in Behavioral Science, Business and Public Administration, and Natural Sciences. Prerequisite: English 100 or its equivalent. Does not count toward the major.

English 305. Public Relations

A study of public relations emphasizing mass communications, and including communications between such entities as business, education, labor, and the various publics. Expository writing, publicity releases, photography and use of news media in two-way communication.

English 306. Advanced Journalism

Practical application of the fundamentals of journalism as they apply to communication within our society. Students investigate principles and demonstrate practical application within the media, particularly newspaper writing. Prerequisite: English 110 or its equivalent.

Humanities 308. Multi-Media

A course devoted to the technical and aesthetic aspects of multi-media. Lecture, discussion and performance. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 309. Theories of Communication

Survey of theoretical approaches to the process of human communication, including an analysis of the contribution of fields such as cybernetics and information theory, semantics and linguistics, nonverbal communication and symbolic interaction theories, and mass communication.

English 318. History of the Language

The development of English phonology, morphology, syntax, spelling, and punctuation, from the Old English period to the present. Prerequisite: English 110 or its equivalent.

English 320. Medieval English Literature: 450–1500

English literature from the beginnings to the close of the Middle Ages. Old English poetry in translation, including Beowulf and shorter poems; Middle English prose and poetry exclusive of Chaucer, such as works of the Gawain poet, anonymous lyrics, Malory; the beginnings of the English drama. Prerequisites: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 325. Chaucer

Selections from *The Canterbury Tales* and shorter poems and/or *Troilus and Criseyde*. Since the works are read in the original Middle English, some attention is given to the nature and development of the English language in the Middle Ages. Prerequisites: English 101 or 201 or the equivalent; or one course from the 200 series or its equivalent.

English 330. Renaissance English Literature: 1500–1660

The Renaissance in England, the classical revival, Wyatt and Surrey, Sidney, Spenser, Milton—the exploratory age, classical, heroic, nationalistic. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 335. Shakespeare I

Selected readings in the tragedies, comedies, histories and poems. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 336. Shakespeare II

Selected readings in the tragedies, comedies, histories, and poems. Selections different from those read in English 335, which is not prerequisite. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 340. English Literature of the Restoration and Eighteenth Century: 1660–1798

The “neo-classic” age and the age of “sensibility.” The rise of the middle class and its novelistic literature. Selected studies in Dryden, Restoration drama, Swift, Pope, Addison and Steele, Johnson, Burns, and Blake. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 350. Romantic English Literature: 1798–1837

Prose and poetry. Studies in Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron. New directions in criticism. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 351. Victorian English Literature: 1837–1901

Prose and poetry. Studies in Tennyson and Browning, Meredith, the Pre-Raphaelites, Hopkins, and other major figures. Literature, criticism, and social history. Prerequisite: English 101 or 201 or the equivalent; or one course from the 200 series or its equivalent.

English 360. Modern English and American Literature: 1901–1945

The literature of withdrawal and of engagement. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 361. Contemporary English and American Literature: 1945 to the Present

The literature of the post-World War II era of social and political analysis and change. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

Humanities 363. Philosophy and Religion in Literature

An examination of such major ideas as love, freedom, selfhood, loneliness, man as moral being, man with or without God, which are found in the literary works of such writers as Plato, Augustine, Dante, Omar Khayyam, Goethe, Kafka, Hesse, Dostoevsky, T.S. Eliot, and Sartre. May be used for elective credit or minor credit, but not for credit in the English major.

English 373. Women in Literature

The presentation of woman and her role in society, as seen by important women writers of the Twentieth Century. Students of both sexes are welcome to participate. Prerequisites: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 376. Interpersonal Communication

Analysis of the process of communication as it occurs between individuals and in small groups in everyday life. Attention is given to communication interactions within the family, in social situations, in organizations and institutions. Both verbal and nonverbal codes considered.

English 378. Mass Media and Society

Analysis of the social and political functions of the mass media and their impact on public opinion, social mores, and culture.

English 380. American Literature to the Civil War

The Beginnings to the Civil War. Colonial literature, Franklin, Emerson, Thoreau, Poe, Longfellow, Melville, Hawthorne, and others. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 381. American Literature from the Civil War to 1900

Whitman, Harte, Twain, Crane, Howells, Dickinson, and others. The rise of realism. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 383. Survey of Black Literature

Literature of and about the Black Man in America. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

Humanities 395. Continental Literature in Translation

Selected works of Continental Europe in translation. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 402. Creative Writing

Investigation and discussion of one mode of expression (poetry, fiction, etc.), with individual or group analysis of student work. Prerequisite: consent of instructor.

English 405. Communication in the Organization

The nature and flow of communication in organizations and institutions. Theory and techniques of solving communications problems in organizations; effective conference leadership; techniques of interviewing. Lecture-discussion; performance.

English 407. Oral Interpretation of Literature

Theory and practice in the oral presentation of poetry, fiction, and drama. Both group and individual exercises provide a variety of experiences in analyzing and presenting different types of literature to an audience or class. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

409. Argumentation and Persuasion

Theory and practice of effective argumentation and persuasion. Lecture-discussion; some performance.

English 410. Senior Composition

A course designed to help the student recognize and develop his own way of writing in its various modes. Fulfills the advanced composition requirement for teaching credential. Prerequisite: satisfactory completion of English 100 or its equivalent and upper division standing.

English 412. Intercollegiate Forensics (2)

Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking.

English 414. Newspaper Production (2)

Practical experience in all facets of newspaper composition from layout to paste up.

English 415. Introduction to Linguistics

Traditional, structural, and transformational approaches to the study of language; consideration is given to the relationship between language and culture. Prerequisite: English 110 or its equivalent.

English 416. Studies in Linguistics

Selected aspects of structural, transformational, and/or historical linguistics. Prerequisite: English 415.

Humanities 470. Aspects of the Relationships Among Art, Literature, and History

An interdisciplinary seminar in a selected topic exploring the historical experience, as rendered in literature and the arts. The course relies on extensive reading, discussion, and a research project. May carry credit in English, Fine Arts, or History.

English 475. Genre Studies

Studies in the novel, drama, poetry, criticism. Specific formal study and course content to be determined by instructor each quarter. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent. May be repeated for different course content.

English 477. Studies in Literature and Society

Varying subject matter course in literature dealing with literary response to philosophical or sociological questions. Examples of themes dealt with are:

- Technology
- The Affluent Society
- Secularization of Society
- The American Dream

Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent. May be repeated for different course content.

Humanities 479. Literature and the Other Arts

An interdisciplinary approach to a topic, period, or style that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Prerequisite: Senior standing and consent of instructor.

English 494. Children's Literature

Analysis of selected works of literature suitable for children, with attention to standards of selection and methods of use as teaching materials. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent. Does not count toward the major.

English 495. Adolescent Literature

Analysis and evaluation of selected works of literature which are suitable for adolescents. Some attention to standards of selection and methods of teaching. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent. Does not count toward the major.

English 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

Graduate Courses**English 502. Seminar in Creative Writing**

Investigation into the problems and concerns of the advanced creative writer, with group and individual criticism appropriate to the level of creativity.

English 515. Theories of Grammar

An examination of the assumptions and applications of traditional or “school” grammars, descriptive/structural linguistics, and generative-transformational grammars.

English 518. Studies in the History of the English Language

Studies in the development of English phonology, morphology, and syntax from the Old English period to the present.

English 525. Studies in Chaucer

Studies in *The Canterbury Tales* and/or *Troilus and Criseyde*, and a selection of Chaucer’s shorter poems.

English 533. Studies in Seventeenth Century Literature

An intensive survey of the major poets and dramatists, including Milton, Donne, Jonson and their contemporaries.

English 541. Studies in Eighteenth Century Literature

An intensive study of Eighteenth Century poetry, prose, and/or drama.

English 552. Studies in Nineteenth Century Poetry

Studies in the major poets of either the Romantic or Victorian period, depending upon instructor’s emphasis.

English 564. Studies in Twentieth Century Poetry

An intensive survey of major British and American poets from about 1914 to 1960. Includes the works of Housman, Yeats, Thomas, Eliot, Pound, Frost, Stevens, Auden, and important later figures.

English 568. Studies in the Modern British Novel

An intensive survey of major British novelists from about 1910 to 1950. Includes the works of Conrad, Joyce, Forster, Woolf, Lawrence, and important later figures.

English 570. Studies in Literary Criticism

An historical survey of important texts in literary criticism from the Greek to the modern period, with emphasis on the formation and development of major trends in critical theory.

English 576. Studies in the Development of the English Novel

Intensive study of continuity and change in the structure and style of the English novel and novella from its beginnings to the Twentieth Century.

English 582. Studies in the American Romantics

An intensive survey of the major writers of the American Renaissance from about 1830 to 1860. Includes the works of Hawthorne, Melville, Emerson, Thoreau, and Whitman.

English 586. Studies in Later American Literature

An intensive survey of important writers and literary movements in American literature from the post-Civil War period to about 1930. Includes Twain, James, Crane, Dreiser, O’Neill, Eliot, and Faulkner.

English 596. Modern World Literature

An intensive examination of contemporary world fiction and plays. Selected works of such authors as Flaubert, Faulkner, Achebe, and Gogol will be studied.

English 600. Literary Theory and Methods of Research

The study of the nature and function of literature, the resources for literary scholarship, and the problems of method in the major areas of literary research.

English 635. Seminar in Shakespeare

Intensive study of selected plays. Prerequisite: English 335 or consent of the instructor.

English 645. Seminar in Pope and His Group

Intensive study of the poetry and prose of early Eighteenth Century England, including selected works of Pope, Gay, Swift, Addison and Steele. Prerequisite: undergraduate work in the Eighteenth Century or consent of the instructor.

English 647. Seminar in Johnson and His Circle

Intensive study of selected works of Johnson, Boswell, Goldsmith, Reynolds, and other writers of later Eighteenth Century England connected with Johnson's circle. Prerequisite: undergraduate work in the Eighteenth Century or consent of the instructor.

English 658. Seminar in the Nineteenth Century Novel

A seminar dealing with one or more of the major issues, modes, or structures of the British Novel. Prerequisite: an undergraduate genre course in fiction or consent of the instructor.

English 672. Seminar in Poetry and Poetics

Intensive study of selected poets, their works, and their philosophy of poetics.

English 686. Seminar in Later American Literature

Intensive study of selected writers and literary movements in American literature after the Civil War. Prerequisite: undergraduate work in American literature or consent of the instructor.

English 699. Individual Study (1-5)

Admission with consent of department chair and Dean of Humanities.



Technology and music are joined when students use CSB's electronic music laboratory/workshop. Students are given a chance to compose using synthesizers, tape media, microphones and other electronic equipment.

FINE ARTS DEPARTMENT

The Fine Arts Department offers work in Art, Music, Theatre, and Dance.

The interdisciplinary courses (those prefixed Fine Arts) are integrated offerings dealing with the nature of the Fine Arts and with the place of artistic expression in society.

In addition to providing the total student body with courses that may be taken for General Education or elective credit, the Department has concentration programs within the Fine Arts major in Art and Music, as well as minors in Art and Music. It also participates in the offering of an interdepartmental speech and theatre minor with the English Department (see page 184 under heading "Speech and Theatre Minor").

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Bachelor of Arts degree in Fine Arts are:

- A. Three Fine Arts courses, including Fine Arts 101 or its equivalent, and two courses from the series Fine Arts 201–206 (transfer students may, with the approval of the department, substitute appropriate work taken previously; Fine Arts 301, 401, or Humanities 479 may be presented for part of the requirement, as determined by the department).
- B. At least six five-quarter-unit courses (30 quarter hours) in a field of concentration (either Art or Music) plus appropriate work in applied music and performance for music concentration.
- C. One of the following options, each consisting of at least twenty quarter units:
 1. An augmented major taken outside the concentration (Note: Art and Music are separate concentrations)
 2. A minor in another discipline (Note: Art and Music are separate disciplines)
 3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law and Society
- D. Fine Arts 490, the Senior Seminar

REQUIREMENTS FOR A MINOR IN FINE ARTS

The minimum requirements for a Fine Arts minor are: Two courses at the 200 level and a minimum of two upper division courses from at least two of the subject areas within the Department of Fine Arts.

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

Fine Arts 101. Introduction to the Study of Fine Arts

Analytical and comparative study of those considerations which are basic to the various fine arts and the relations of those arts to society. Lecture-discussions and two three-hour laboratory sessions.

Fine Arts 201 through 206

The Fine Arts 201–206 courses comprise a series of interdisciplinary courses emphasizing the interrelationships between the arts and society in terms of their historical context.

Concentrating on representative styles, movements, aesthetic preoccupations or themes, each of the 201–206 courses examines outstanding or characteristic examples of the various arts of selected periods in the development of western culture from classical times to the present.

Faculty members are drawn from the practice-areas of art, music, and theatre. Lecture-discussions and two three-hour laboratory sessions for each course. Prerequisite: Fine Arts 101 or departmental consent.

Fine Arts 201. Selected Studies in the Arts of the Classical Periods

Fine Arts 202. Selected Studies in the Arts of the Early Christian and/or Medieval Periods

Fine Arts 203. Selected Studies in the Arts of the Renaissance

Fine Arts 204. Selected Studies in the Arts of the Baroque Period

Fine Arts 205. Selected Studies in the Arts of the Enlightenment

Fine Arts 206. Selected Studies in the Arts of the Nineteenth and Twentieth Centuries

Fine Arts 299. Individual Study (1-5)

Admission with consent of the department chair and Dean of Humanities.

Upper Division

Fine Arts 301. Comparative Study of the Fine Arts in Western and Non-Western Societies

Comparative selected studies in the arts of non-western societies; analysis of the relationships between the arts and society.

Fine Arts 401. Special Studies in Fine Arts

Individual research and group investigation into the interdisciplinary relationships of the fine arts, concentrating on selected periods. Topics to be covered each quarter will be announced prior to registration.

Humanities 470. Aspects of the Relationships Among Art, Literature, and History

An interdisciplinary seminar in a selected topic exploring the historical experience as rendered in literature and the arts. The course relies on extensive reading, discussion, and a research project. May carry credit in English, Fine Arts or History.

Humanities 479. Literature and the Other Arts

An interdisciplinary seminar in a selected topic, period, or style of man's development, that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Extensive reading, independent and group research; lectures and discussion. May be used as credit in English or Fine Arts but not both. Prerequisite: consent of departmental chair.

Fine Arts 490. Senior Seminar in Fine Arts (6)

Consideration of the nature of the arts. Integration of materials from other courses. Relation of fine arts to student's other fields of study. Prerequisite: Senior majors or consent of department chair.

Fine Arts 499. Individual Study (1-5)

Admission with consent of the department chair and Dean of Humanities.

Graduate Courses

Fine Arts 501. Criticism and Review

An examination of the role of criticism and analysis of the arts today and their influence on the artist and the consumer. Current newspapers and journals are the prime source material; the course includes individual research and field trips.

Fine Arts 502. The Economics of the Arts

An exploration of the economics of the arts (including their underwriting or financing), and of the economic environment of the arts (including art in public buildings and industrial design).

NOTE: Enrollment in graduate courses may be at the discretion of the Department.

CONCENTRATION IN ART

Requirements for a Fine Arts Major with a Concentration in Art Studio or Art History:

- A. Three Fine Arts courses, including Fine Arts 101 or its equivalent, and two courses from Fine Arts 201-206 (transfer students may, with the approval of the department, substitute appropriate work taken previously; Fine Arts 301, 401, or Humanities 470

or 479 may be presented for part of the requirement, as determined by the department).

- B. At least six courses (thirty quarter-hours) in Art, including: (1) two studio courses drawn from courses 313–319 or two art history courses from 381–389, 480–482; (2) *either* four art history courses drawn from 381–389, 478, 480–482, 513, 580, *or* four advanced studio classes drawn from 343–347, 477, plus either 377 or 481.
- C. One of the following options, each consisting of at least twenty quarter units:
 - 1. An augmented major taken outside the concentration (Note: Art and Music are separate concentrations).
 - 2. A minor designated by another discipline (Note: Art and Music are separate disciplines).
 - 3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law and Society.
- D. Fine Arts 490, the Senior Seminar.
- E. A senior show. (Required only of Art Studio concentrators)

REQUIREMENTS FOR A MINOR IN ART

Four five-unit courses in either art history or art studio, three of which must be upper division, acceptable to the department

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Fine Arts, with a concentration in art has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for art has been approved for a CSB graduate in Fine Arts, with a concentration in art.

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

Art 212. Basic Two Dimensional Design

An introduction to the theory, principles and elements of design. The course provides essential background for the upper division curriculum in Art. Three lecture-discussions and two studio-laboratory sessions per week.

Art 213. Beginning Drawing

Introduction to drawing and composition including drawing from the human figure. Three lecture-discussions and two studio-laboratory sessions per week.

Art 214. Beginning Painting

An introduction to basic skills in painting as well as to the selection of materials and the preparation of canvas. The student works with oils, acrylics, latex and synthetic pigments. Three lecture-discussions and two studio-laboratory sessions per week.

Art 218. Beginning Photography

An introduction to basic skills of camera use, negative development and printing for the artist photographer. Emphasis on the use of photography as a method of visual documentation.

Art 242. Basic Three Dimensional Design

A lecture-laboratory course exploring theory, materials and techniques in three dimensional design. Students develop proficiency in materials such as clay, wood, metal and plastics. The relationship between spatial concepts and industrial design is examined. The course provides essential background for the upper division curriculum in Art. Three lecture-discussions and two studio-laboratory sessions per week.

Art 299. Individual Study (1-5)

Admission with consent of the department chair and Dean of Humanities.

Upper Division**Art 313. Drawing**

Drawing and composition in a variety of media including drawing from the human figure. Two lectures and nine hours of laboratory. Prerequisite: Art 213 or departmental consent.

Art 314. Painting

Composition and two- and three-dimensional design problems using various media; painting from the human figure. Two lectures and nine hours of laboratory. Prerequisite: Art 214 or departmental consent.

Art 315. Sculpture

Principles of sculpture explored in various media. Two lectures and nine hours of laboratory. Prerequisite: Art 242 or departmental consent.

Art 316. Ceramics

Introduction to various basic techniques and approaches used in designing, forming, glazing, and firing of ceramic materials; practice on the potter's wheel and various hand-building methods; consideration of problems in design. Two lectures and nine hours of laboratory.

Art 317. Printmaking—Intaglio

An introductory course in the use of the intaglio (etching) media as an image-making tool. Basic black and white as well as color methods of printing presented. Two lectures and nine hours of laboratory. Prerequisite: Art 212 or departmental consent.

Art 318. Photography

Problems in photography, with emphasis on personal aesthetic development and the uses of photography as an image-making tool. Two lectures and nine hours of laboratory. Prerequisite: Art 218 or departmental consent.

Art 319. Printmaking—Lithography

An introduction to the media of lithography and its uses as an image-making tool. Basic black and white as well as color methods presented. Two lectures and nine hours of laboratory. Prerequisite: Art 212 or departmental consent.

Art 343. Drawing Studio

Studio experience in the problems and concepts in drawing, using a variety of media. Fifteen hours of laboratory. Prerequisite: Art 313 or its equivalent. May be taken only once for credit.

Art 344. Painting Studio

Problems and concepts in painting, using a variety of media. Fifteen hours of laboratory. Prerequisite: Art 314 or its equivalent. May be taken only once for credit.

Art 345. Sculpture Studio

Problems and concepts in sculpture, using a variety of media. Fifteen hours of laboratory. Prerequisite: Art 315 or its equivalent. May be taken only once for credit.

Art 346. Ceramic Studio

Problems and concepts in ceramics, using a variety of media. Fifteen hours of laboratory. Prerequisite: Art 316 or its equivalent. May be taken only once for credit.

Art 347. Printmaking Studio

Problems in printmaking in a variety of media. Fifteen hours of laboratory. Prerequisites: Art 317 and/or 319 or equivalent. May be taken only once for credit.

Art 377. Issues in Contemporary Art

An examination of the historical background and aesthetic attitudes that have generated the art of the past ten years.

Art 381. Greece

Art and architecture of ancient Greece. A study of the genesis, development, classic phase, and dispersion after Alexander of the art of ancient Greece.

Art 382. Early Christian and Byzantine Art

The arts and architecture of the Early Christian Period in Europe; art and architecture in the Byzantine Empire to the fall of Constantinople.

Art 383. The Art of the Later Middle Ages in Europe

Romanesque and Gothic art, 1000–1500.

Art 384. The Art of the Italian Renaissance

Painting, sculpture, and architecture in Italy during the Fifteenth and Sixteenth Centuries.

Art 385. Art in Western Europe, 1580–1740

The major artists and their followers in the Seventeenth and early Eighteenth Centuries.

Art 386. Nineteenth Century Art

Painting and sculpture in western Europe from the French Revolution to 1890.

Art 387. Survey of Art in the United States

Art in the United States from the primitive to the present.

Art 388. The Art of Central and South America

An introduction to the art styles, forms, and theories of Central and South America.

Art 389. Oriental Art

A survey of the visual arts in India, China and Japan to 1500.

Art 470. Senior Show

Must be undertaken in residence. Portfolio must be submitted to the Department no later than the pre-registration period for the quarter preceding the student's proposed final quarter. No credit.

Art 477. Special Studies in Art

Opportunity for extensive work with faculty supervision on individual problems. May be repeated for different course content. The area to be covered in any particular quarter will be designated before the time of registration. Possible fields of study in this regard are:

Ceramics
Drawing
Life drawing
Painting

Photography
Printmaking
Sculpture
Art Education

Art 478. Special Studies in Art History

The period and subject matter of this course will be designated before the time of registration. The course may be repeated for credit not to exceed 10 quarter hours. Possible areas which may be covered by this course are:

The Art of South and Southwest Asia
The Art of East and Southeast Asia
The Art of the North American Indian

Art 480. Early Twentieth Century Art

A study of the major artists and movements in Europe and the United States, 1890–1945.

Art 481. Art Since 1945

Major artists and trends world-wide, from the abstract impressionists in New York to present developments.

Art 482. The Roman Empire East and West

Art in Rome and among Europeans to 400.

Art 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

Graduate Courses**Art 513. Selected Topics in the History of Drawing**

An examination of the role drawing plays in the creation of a work of art and of the nature and function of drawing in various periods.

Art 580. Selected Approaches to Art Criticism and Art History

Seminar dealing with selected approaches to art criticism and art history; reading, research and papers.

NOTE: Enrollment in graduate courses may be at the discretion of the Department.

CONCENTRATION IN MUSIC

Requirements for the Fine Arts Major with a Concentration in Music:

- A. Three Fine Arts courses, including Fine Arts 101 or its equivalent, and two courses from the series Fine Arts 201-206 (transfer students may, with the approval of the department, substitute appropriate work taken previously; Fine Arts 301, 401, or Humanities 479 may be presented for part of the requirement, as determined by the department).
- B. Seven 5-credit-hour music courses selected with the approval of the department, five of which must be upper division courses including 352 and at least one course from the 480-484 series.
- C. Participation and credit in one of the following performing organizations every term of residence after formal registration as a Fine Arts major: Cal State Choir, Performing Wind Ensemble, Chamber Orchestra.
- D. Performing proficiency acceptable to the department in piano, voice, and/or another instrument approved by the department. Students must demonstrate this proficiency in a manner determined by the department before they will be allowed to present their senior performance and paper, or, with the consent of the department, senior recital. Such determination may include the earning of satisfactory credit in appropriate courses.
- E. Piano proficiency equivalent to Music 356.
- F. Senior performance and paper, or, with the consent of the department, senior recital.
- G. Fine Arts 490, the Senior Seminar.
- H. One of the following options, each consisting of at least twenty quarter units:
 1. An augmented major taken outside the concentration (Note: Art and Music are separate concentrations).
 2. A minor in another discipline (Note: Art and Music are separate disciplines).
 3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law and Society.

REQUIREMENTS FOR A MINOR IN MUSIC

Twenty quarter units (at least ten of which must be upper division) including at least one theory class, acceptable to the department, two units of applied music, and two units of work in a performing organization

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Fine Arts with a concentration in Music, has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State

of California Single Subject Credential. This means that Examination Waiver for Music has been approved for a CSB graduate in Fine Arts, with a concentration in Music.

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

Music 122. Theory and Structure I

Integrated approach to music theory; essentials of rhythm, harmony, melody, and form explored through the "New Music."

Music 124. Basic Theory Skills (2)

Practice in melodic, harmonic and rhythmic dictation; sight singing.

Music 152. Theory and Structure II

Integrated approach to music theory and structure, explored through an examination of a wide variety of literature. Prerequisite: Music 122 or departmental consent.

Music 222. Theory and Structure III

Continuation of Theory II. Prerequisite: Music 152 or departmental consent.

Music 223. Individual Instruction (1)

Individual instruction in voice and in various musical instruments. Credit available only to Fine Arts music concentrators or minors in music. One quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors must be obtained from the department for each registration. Students follow a program approved by the department and are required to demonstrate proficiency progress before a faculty jury each quarter before receiving credit. Students may challenge course by examination for credit.

Music 224. Intermediate Theory Skills (2)

Intermediate level melodic, harmonic and rhythmic dictation; sight singing.

Music 226. Beginning Piano—Class Instruction (3)

Introduction to the piano and piano playing. Beginning study in music reading and practice techniques. Repertoire to cover beginning to intermediate piano literature and song accompaniment; keyboard harmony and improvisation. No previous background required. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the Department. Registration subject to program and equipment limitations and the approval of the Department.

Music 251. Cal State Choir (1)

Group performance of choral music from various periods of the choral repertoire. One-quarter unit of credit per term (not to exceed a total of six).

Music 253. Cal State Wind Ensemble (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 254. Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 299. Individual Study (1–5)

Admission with consent of department chair and Dean of Humanities.

Upper Division

Music 321. Keyboard Literature

An introduction to the keyboard literature from early Baroque to contemporary.

Music 322. Theory and Structure IV

Three- and four-part counterpoint and contemporary harmonic practice. Prerequisite: Music 222 and 226 or their equivalents or departmental consent.

Music 324. Orchestration

Scoring for string, woodwind, brass, and percussion instruments. Prerequisite: Music 322 or departmental consent.

Music 325. Conducting

Experience in basic instrumental and choral conducting technique. Prerequisite: Music 322 or departmental consent.

Music 352. Form and Analysis

Individual and class analysis of selected compositions of various periods and styles; experience in development of individual works. Prerequisite: Music 322 or departmental consent.

Music 356. Intermediate Piano—Class Instruction (3)

Intermediate study in music reading and practice techniques. Repertoire to cover intermediate piano literature and improvisation. Prerequisite: Music 226 or departmental consent. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the Department. Registration subject to program and equipment limitations and the approval of the Department.

Music 357. Pedagogy: Principles and Practice (3)

Principles involved in the playing and teaching of the regular orchestral instruments. Students are required to play each instrument studied in the class and demonstrate a working acquaintance with the pedagogical knowledge necessary to adequately instruct another person in the following areas:

- .001. *Strings*: Violin, Viola, Cello, String Bass
- .002. *Woodwinds*: Flute, Oboe, B^b Clarinet, Bassoon, Saxophone
- .003. *Brass*: B^b Trumpet, French Horn, Trombone, Euphonium, Tuba
- .004. *Percussion*: Appropriate definite- and indefinite-pitched instruments, as determined by the instructor

Music 380. Opera

Survey of opera. Analysis and development of opera from Monteverdi to contemporary.

Music 381. Music of Black Americans

Historical and analytical study of the music of Black Americans from colonial times to the present, including the influence of black music on traditional music.

Music 421. Music Workshop (1)

Courses devoted to the study and performance of representative literature for varied types of ensemble. One quarter unit of credit per term (not to exceed a total of six). Admission with the consent of instructor. Anticipated sections include the following:

Brass	String
"New Music"	Woodwind
Keyboard	Jazz Ensemble
Recorder	

Music 423. Individual Instruction (1)

Individual instruction in voice and in various musical instruments. Credit available only to Fine Arts music concentrators or minors in music. One quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors, must be obtained from the department for each registration. Students follow a program approved by the department and are required to demonstrate proficiency progress before a faculty

jury each quarter before receiving credit. Students may challenge course by examination for credit.

Music 451. Cal State Choir (1)

Group performance of choral music from various periods of the choral repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 452. Madrigal Singers (1)

Group performance of choral literature, from various periods of the choral repertoire, designed for select voices. Admission with the consent of the instructor. One quarter unit of credit per term (not to exceed a total of six).

Music 453. Cal State Wind Ensemble (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Music 454. Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 470. Senior Performance and Paper

Exhibition of proficiency in major medium of performance; a substantial paper pertaining to the performance. Must be undertaken in residence. No credit. Permission for the performance must be obtained and a draft for the paper must be submitted to the Department no later than the preregistration period for the student's proposed final quarter. With permission of the Department, senior recital (Music 471) may be substituted.

Music 471. Senior Recital

Reserved for those students especially proficient on their instrument. Admission with consent of department. Consists of a 45–70 minute public recital. Must be undertaken in residence. No credit. Recital permission must be obtained from the department no later than the preregistration period for the student's proposed final quarter.

Music 477. Special Studies

Individual research and group investigation of selected topics, such as keyboard musicianship, seminars in composition and projects in musicology, the development of music for the solo voice after 1600, the symphony and symphonic poems from their inception to the present. Topics to be covered each quarter will be communicated to interested students before registration; may be repeated for different course content.

Music 480. Polyphonic Period Through the Renaissance

An in-depth historical and analytical study of music from the origins of polyphony through the Renaissance (c 800–1600). Prerequisite: Music 222 or permission of the Department.

Music 481. Baroque and Classical

An in-depth historical and analytical study of music from the Baroque and Classical periods (c 1600–1830). Prerequisite: Music 222 or permission of the Department.

Music 482. The Romantic Period and Impressionism

An in-depth historical and analytical study of music of the Romantic and impressionistic periods (c 1830–1910). Prerequisite: Music 222 or permission of the Department.

Music 483. Music of the Early Twentieth Century

An in-depth historical and analytical study of early Twentieth Century music, including neoclassicism and expressionism. Prerequisite: Music 222 or permission of the Department.

Music 484. Music Since 1945

Individual and class analysis and performance of music composed since the Second World War; the relationship among composer, performer and audience explored. Prerequisite: Permission of the department.

Music 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

Graduate Courses**Music 522. Chamber Music Performance and Analysis**

Representative chamber music will be the subject of performance, discussion and analysis.

Music 580. Problems in Notation

Seminar devoted to the study of medieval notation and of that utilized in today's "New Music."

NOTE: Enrollment in graduate courses may be at the discretion of the department.

THEATRE COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division**Theatre 231. Rehearsal and Performance (1)**

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Open to all students. Assignments according to needs of plays produced. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 232. Acting

Basic techniques of stage movement and line reading. Training of imagination and characterization through improvisations, pantomimes, and scenes. Fundamentals of stage make-up. Lecture and discussion. Not offered 1977-78.

Theatre 236. Theory and Practice of the Theatre

A study of the nature of the theatre arts and the demands of the stage; analysis of the interrelationship of script, performance, and production. Not offered 1977-78.

Upper Division**Humanities 308. Multi-Media**

A course devoted to the technical and aesthetic aspects of multi-media. Lecture, discussion, and performance. Prerequisite: Fine Arts 101.

Theatre 332. Advanced Acting

Training in special styles and methods of acting including Shakespearean, Restoration, and Stanislavskian techniques. Application of character make-up. Special training, such as fencing, dance, or dialect, according to the individual needs of each student. Lecture and discussion. Prerequisite: Theatre 232. Not offered 1977-78.

Theatre 333. Costuming (3)

Analysis of the effect of costume on character and on the total design of a play. History of fashion. Lecture and discussion. Not offered 1977-78.

Theatre 334. Stage Lighting (3)

Methods of distribution and control of light through instruments and dimmers. Lecture and laboratory. Not offered 1977-78.

Theatre 380. Ritual, Mime and Folk Theatre

A study of the development of theatre from its origins in myth and ritual and the survival of mythic elements in popular, religious, and folk theatre. The course deals with such forms as pre-classical fertility rites, dithyrambs, mimes, commedia dell'arte, mystery plays, vaudeville, and burlesque. Lecture and discussion. Not offered 1977-78.

Theatre 381. Classical Theatre

History of the western theatre from Aeschylus to the Italian Renaissance. A study of the plays, stages, and production styles of the period. Lecture and discussion. Not offered 1977-78.

Theatre 382. Theatre from the Renaissance to the Romantic Period

History of the western theatre from the Tudor drama and the Spanish Golden Age to the end of the Romantic period. A study of the plays, stages, and production styles of the period. Lecture and discussion. Not offered 1977-78.

Theatre 383. The Modern Theatre

History of western theatre from the beginnings of realism in the Eighteenth Century to the present. A study of the plays, stages, and production styles of the period. Lecture and discussion. Not offered 1977-78.

Theatre 431. Rehearsal and Performance (1)

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Assignments according to the needs of plays produced. Prerequisite: Permission of the department. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 435. Scene Design

An analysis of the total visual aspect of theatre with work in the design of scenery, lighting, and costuming of a play. Lecture and discussion. Prerequisites: Theatre 333 and 334. Not offered 1977-78.

Theatre 436. Directing

The methods of directing a play including casting, blocking, dramatic rhythm and the teaching of acting. Aesthetic considerations and practical exigencies of actuating a given script to a given stage. Lecture and laboratory. Prerequisites: Theatre 332 and 3 credits (or the equivalent) of Theatre 331 and 431. Not offered 1977-78.

Theatre 437. Playwriting

Students write one full-length play suitable for production. Prerequisite: 3 credits (or the equivalent) of Theatre 231 and 431. Not offered 1977-78.

Theatre 470. Senior Show, Thesis, or Recital

A senior show, thesis, or recital as specified by the Department. No credit. Not offered 1977-78.

Theatre 477. Special Studies

Individual research and group investigation of selected topics. Topics to be covered each quarter will be communicated to interested students before registration. May be repeated for different course content. Possible fields of study include:

Theatre Management
Children's Theatre
Dramatic Criticism

Filmmaking
Stage Managing
Movement for Actors

Not offered 1977-78.

Theatre 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

DANCE COURSES**IN ST 150.000. Modern Dance (1)**

Basic exercises and locomotor movements of modern dance technique. Two meetings per week. Offered only on a credit, no-credit basis.

IN ST 150.023. Mexican Folk Dance (1)

Description, interpretation and performance of regional dances from Mexico. Two meetings per week. Offered only on a credit, no-credit basis.

Dance 162. Introduction to the Dance

The study and development of dance in relation to the social, ethical and economic conditions of the Greco-Roman and early Christian periods. The course covers dance as it emerged from ritual to an art form, with laboratory problems in early choreographic forms basic to dance philosophy today.

Dance 462. Extensions of Modern Dance

A study of dance as a means of communication in relation to music, art and design. The course includes technique, improvisation, and choreography. Lecture-discussions and two three-hour laboratory sessions.

Dance 499. Individual Study (1-5)

Admission with consent of department chair and Dean of Humanities.

FOREIGN LANGUAGES DEPARTMENT

The Department of Foreign Languages has the following objectives:

To teach students the four basic skills of understanding, speaking, reading, and writing the several languages offered; to foster an interest in and an understanding of other cultures and civilizations; to enhance a student's understanding and control of English through a comparison with the structures of other languages.

According to the area of concentration selected by the student, the Department of Foreign Languages:

Prepares teachers of foreign languages; equips teachers with the basic knowledge and skills needed in the Bilingual/Cross-Cultural Program in Spanish; provides those foreign language skills that are necessary or highly desirable in many career fields, such as medicine, law enforcement, social work, foreign trade, business, government service, diplomatic and military service, translating, interpreting, journalism, and broadcasting.

The Department of Foreign Languages offers programs in French, German, and Spanish. Majors and minors are available in both French and Spanish.

REQUIREMENTS FOR THE MAJOR IN FRENCH

The minimum requirements for a Bachelor of Arts degree in French are:

A. Six upper division courses *and* the Senior Seminar (French 490). In order to afford the student some options, one (1) of the six (6) upper division courses, exclusive of the Senior Seminar, may be from among the following, but it does not *have* to be. This is *not* a requirement, but an option. Departmental approval is required for these options.

History 310 Modern France

Art 383 The Art of the Later Middle Ages in Europe (with emphasis on France)

Humanities 395 Continental Literature in Translation

Humanities 479 Literature and the Other Arts

Education 426.004 General Methods/Teaching and Resources: Foreign Language (3 units)

Students who do *not* choose any of the above options, but who prefer to broaden their preparation in French literature or language, may instead select their sixth upper division course, exclusive of the Senior Seminar, from among, but not limited to, the following:

French 300 Explication of Texts

French 320 French Culture and Civilization (in English)

French 409 Advanced French Syntax: Stylistics with emphasis on syntax

French 420 Contemporary France

B. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. A special concentration in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies and Crime, Law, and Society

Students majoring in French must also meet the general requirements for a major within the School of Humanities, as noted in the section entitled "General Requirements for a Major."

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in French has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Foreign Languages has been approved for a CSB graduate in French.

REQUIREMENTS FOR THE MAJOR IN SPANISH

The minimum requirements for a Bachelor of Arts degree in Spanish are:

A. Seven (7) courses from the 300 and 400 series, in addition to the Senior Seminar (Spanish 490). In order to offer the student some options, the department recommends that a language major choose a concentration of four (4) courses in any one of Areas I, II, or III. At least one of the other three (3) courses should be chosen from each of the other two areas. The student is required to plan an acceptable program in consultation with his Spanish adviser.

- Area I Language and Culture
- Area II Language and Linguistics
- Area III Language in Literature

B. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. A special concentration in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Students must also meet the general requirements for a major within the School of Humanities, as noted in the section entitled "General Requirements for a Major."

Students planning to teach are urged to select courses from the following, in consultation with their advisor: Spanish 320, Hispanic-American Culture and Civilization (in English); Spanish 414, Spanish Phonetics and Pronunciation; Spanish 311, Advanced Spanish Grammar; Spanish 415, Art of Translation; Spanish 409, Advanced Spanish Syntax; Spanish 413, Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English.

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Spanish has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Foreign Languages has been approved for a CSB graduate in Spanish.

BILINGUAL/CROSS-CULTURAL SPECIALIST CREDENTIAL

The Bilingual/Cross-Cultural Specialist credential is administered by the School of Education in cooperation and consultation with the School of Humanities. In consultation with their advisor, students wishing to prepare for this credential are advised to select from the following list of courses, which are cross-listed under both schools:

Spanish 399, The Mexican-American and Education Today; Spanish 305, Spanish for Communication in the Bilingual Context; Spanish 413, Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English; Spanish 422, Children's Literature in Spanish; Spanish 423, Problems of Linguistic Interference in Reading in Spanish; Spanish 420, Barrio Spanish; Spanish 320, Hispanic-American Culture and Civilization (in English).

FRENCH MINOR REQUIREMENTS

Two lower division, 200-level courses (excluding 210) and two upper division courses, acceptable to the Foreign Languages Department.

SPANISH MINOR REQUIREMENTS

Two lower division, 200-level courses (excluding 210) and two upper division courses, acceptable to the Foreign Languages Department.

FRENCH COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division**French 101. Introductory French**

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Weekly laboratory sessions with instructor; two hours of independent laboratory practice per week. (Offered fall quarter.)

French 102. Introductory French

A continuation of French 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: French 101, or two years of high school French or the equivalent. (Offered winter quarter.)

French 103. Introductory French

A continuation of French 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: French 102, or 3 years of high school French or the equivalent. (Offered spring quarter.)

French 104.900. Individualized Instruction (5–15)

Opportunity for a student to earn credit for French 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written tests. Each achievement level is equivalent to one quarter. Consultations as deemed necessary by the instructor. Students may register at any level at any time. (Offered fall, winter and spring quarters.)

French 201. Intermediate French Grammar

Composition and conversation. An intensive review of French grammar with extensive practice in oral and written expression. Two hours of independent laboratory work per week; poetry and prose selections. Prerequisite: French 103, or four years of high school French or the equivalent, as validated by placement examination. (Offered fall quarter.)

French 202. Intermediate French

A continuation of French 201, designed especially to prepare students for upper division work in language and literature. (Offered winter quarter.)

French 204.900. Individualized Instruction (5–10)

Opportunity for a student to earn credit for French 201 and 202 (10 credits) in one or more quarters. Students must complete at least one module for five (5) credits.

A complete intermediate review of courses stressing oral and written expression as well as reading. The program includes self-paced study of modularized materials, independent laboratory practice, consultation and guidance with the instructor, periodic testing and evaluation. (Offered fall, winter, and spring quarters.)

French 210. Conversational French

A course designed to develop fluency in oral communication and vocabulary building on a topical basis. Prerequisite: French 103 or its equivalent. (Offered spring quarter.)

French 211. Intermediate Conversational French

Further study and practice to develop fluency in oral communication and vocabulary building on a topical basis. Prerequisite: French 103 or its equivalent. (Offered spring quarter.)

Upper Division**French 300. Explication of Texts**

An introduction to the methodology of the analysis of texts in prose and poetry.

French 301. Introduction to French Literature

An overview of French literature from the Middle Ages to 1800. (Offered fall quarter.)

French 302. Introduction to French Literature

An overview of French literature from 1800 to the present. (Offered winter quarter.)

French 320. French Culture and Civilization

The development of French culture and civilization from its beginning to the present day. To receive credit toward the major, assignments and presentations must be in French. Course given in English.

French 400. History of the French Language

The study of the linguistic changes in the evolution of French from Vulgar Latin.

French 409. Advanced French Syntax

A course in written and verbal stylistics with emphasis on French syntax.

French 410. Introduction to French Linguistics

An introduction to conventional and theoretical linguistics, with a contrastive approach to French and English structure. Practical laboratory work.

French 414. French Phonetics

An analysis of the French sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and French languages.

French 415. Art of Translation

A study of the components of French grammar in view of practical translation exercises consisting of both French and English texts, to be rendered fluently into the opposite language.

French 420. Contemporary France

An inquiry into the contemporary psychological, economic, and cultural values of Twentieth Century France.

French 490. Senior Seminar in French (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of French to student's minor field of study. Prerequisite: Senior standing and consent of instructor. (Offered spring quarter.)

French 499. Individual Study (1-5)

Admission with consent of instructor, Department Chair, and Dean of Humanities.

GERMAN COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division**German 101. Introductory German**

An introduction to the nature of the discipline and the fundamentals of German language and culture. Development of the basic language skills: listening, speaking, reading, writing. Weekly laboratory sessions with instructor; two hours of independent laboratory practice per week. (Offered fall quarter.)

German 102. Introductory German

A continuation of German 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: German 101, or two years of high school German or the equivalent. (Offered winter quarter.)

German 103. Introductory German

A continuation of German 102. Reading of selected texts and practice in conversation and writing. Two hours of independent laboratory practice per week. Prerequisite: German 102, or three years of high school German or the equivalent. (Offered spring quarter.)

German 104.900. Individualized Instruction (5–15)

Opportunity for a student to earn credit for German 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits.

Student proceeds at own pace in completing achievement levels centered around module of learning, with self-correcting oral and written tests. Each achievement level is equivalent to one quarter. Consultations as deemed necessary by the instructor. Students may register at any level at any time. (Offered fall, winter, and spring quarters.)

German 110. Advanced Reading

Readings taken from the fields of biology, chemistry, geology, health science, mathematics, physics, etc. Prerequisite: German 103 or three years of high school German or the equivalent. Not offered 1977–78.

German 201. Intermediate German Grammar I

Composition and conversation. An intensive review of German grammar with extensive practice in oral and written expression. Two hours of independent laboratory work per week; poetry and prose selections. Prerequisite: German 103 or four years of high school German or the equivalent, as validated by placement examination. Not offered 1977–78.

German 202. Intermediate German II

A continuation of German 201, designed especially to prepare students for upper division work in language and literature. Not offered 1977–78.

German 210. Conversational German III

A course designed to develop fluency in oral communication and vocabulary building on a topical basis. Prerequisite: German 103 or its equivalent. Not offered 1977–78.

Upper Division**German 300. Explication of Texts.**

An introduction to the methodology of the analysis of texts in prose and poetry. Not offered 1977–78.

German 301. Introduction to German Literature I

An overview of German literature from the Middle Ages to 1800. Not offered 1977–78.

German 302. Introduction to German Literature II

An overview of German literature from 1800 to the present. Not offered 1977–78.

German 401. Studies in Twentieth Century Narrative

The course concentrates on the works of the following major German writers: Thomas Mann, Herman Hesse, Franz Kafka, Heinrich Boell, Guenther Grass, etc. Not offered 1977–78.

German 402. The German Short Story

Readings in some of the most recent anthologies of German short stories, especially those useful in teaching second year German classes. This course introduces students to a variety of major German authors and will also prepare future teachers for the task of leading second year German classes. Prerequisite: Upper division fluency. Not offered 1977–78.

German 409. Advanced German Syntax

A course in written and verbal stylistics, with emphasis on German syntax. Not offered 1977–78.

German 410. Introduction to German Linguistics

An introduction to conventional and theoretical linguistics, with a contrastive approach to German and English structure. Practical laboratory work. Not offered 1977–78.

German 414. German Phonetics

An analysis of the German sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the German and English languages. Not offered 1977–78.

German 415. Art of Translation

A study of the components of German grammar in view of practical translation exercises consisting of both German and English texts, to be rendered fluently into the opposite language. Not offered 1977-78.

SPANISH COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division**Spanish 101. Introductory Spanish**

An introduction to the nature of the discipline and the fundamentals of Spanish language and culture. Development of the basic language skills: listening, speaking, reading, writing. Weekly laboratory sessions with instructor; two hours of independent laboratory practice per week. (Offered fall quarter.)

Spanish 102. Introductory Spanish

A continuation of Spanish 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: Spanish 101, or two years of high school Spanish or the equivalent. (Offered winter quarter.)

Spanish 103. Introductory Spanish

A review of fundamentals. Reading of selected texts, translation and conversation. Two hours of independent laboratory practice per week. Prerequisite: Spanish 102, or three years of high school Spanish or the equivalent. (Offered spring quarter.)

Spanish 104.900. Individualized Instruction (5-15)

Opportunity for a student to earn credit for Spanish 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written tests. Each achievement level is equivalent to one quarter. Consultations as deemed necessary by the instructor. Students may register at any level at any time. (Offered fall, winter and spring quarters.)

Spanish 201. Intermediate Spanish Grammar

Composition and conversation. An intensive review of Spanish grammar with extensive practice in oral and written expression. Independent laboratory work, poetry and prose selections. Prerequisite: Spanish 103 or four years of high school Spanish or the equivalent, as validated by placement examination. (Offered fall quarter.)

Spanish 202. Intermediate Spanish

A continuation of Spanish 201, designed especially to prepare students for upper division work in language and literature. (Offered winter quarter.)

Spanish 210. Conversational Spanish

A course designed to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics taken from contemporary issues and true life situations, literature, and cultural concerns. Prerequisite: Spanish 103 or its equivalent. (Offered spring quarter.)

Spanish 211. Intermediate Conversational Spanish

Further study and practice to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics taken from contemporary issues and true life situations, literature, and cultural concerns. Prerequisite: Spanish 103 or its equivalent. (Offered spring quarter.)

Spanish 220. Spanish for the Health Professions

The course is designed expressly to meet the communication needs of persons engaged in the health professions: doctors, dentists, nurses, technicians, and aids. The course introduces basic grammatical structures of Spanish and focuses on the vocabulary associated with these professions.

Upper Division

Spanish 300. Explication of Texts

An introduction to the methodology of the analysis of texts in prose and poetry.

Spanish 301. Introduction to Spanish Literature

An overview of Spanish literature from the *Cantar de Mio Cid* to Calderón. Prerequisite: Spanish 202 or the equivalent. (Offered fall quarter.)

Spanish 302. Introduction to Spanish Literature

An overview of Spanish literature from the ideological renewal of the 18th century to the present. (Offered winter quarter.)

Spanish 303. Introduction to Hispanic American Literature

An overview of Hispanic American literature from the Pre-Columbian literatures through the struggle for independence to modern times.

Spanish 305. Spanish for Communication in the Bilingual Context

An intensive course designed to prepare teachers, especially those of Anglo background, to function in a bilingual setting. Equips teachers to deal with students in non-academic contexts, in and out of the classroom, with parents, and with community agencies. "Caló" (sub-standard Spanish) is also dealt with.

Spanish 311. Advanced Spanish Grammar

An intensive review of Spanish grammar. Designed especially for those planning to teach. Drills, vocabulary building, proficiency in the written and spoken language.

Spanish 312. Spanish for the Bilingual Teacher

Practical application of linguistic theory in terms of bilingual materials. Language-learning problems of the bilingual student are diagnosed and described by experiment and observation in the language laboratory.

Spanish 320. Hispanic-American Culture and Civilization

The development of Hispanic-American culture and civilization from its beginning to the present day. To receive credit towards the major, assignments and presentations must be in Spanish. Course given in English.

Spanish 399. The Mexican-American and Education Today (3)

A study of the Mexican-American's attempt to succeed in post-secondary education today, and the influence exercised by the Mexican-American himself on this process. Emphasis on communication, career planning, special programs, and the quest for identity.

Spanish 400. History of the Spanish Language

The study of the linguistic changes in the evolution of Spanish from Vulgar Latin.

Spanish 401. Cervantes: Don Quixote

Background of the novel to Cervantes. Textual reading and examination of *Don Quixote*, Parts I and II.

Spanish 403. Spanish Literature of the Golden Age: Theatre

The pre-lopistas, Lope, Tirso, Alarcón, Calderón, and contemporaries.

Spanish 404. Spanish Literature of the Golden Age: Poetry

Garcilaso, the mystics (San Juan, Santa Teresa), Lope, Góngora, Quevedo, and contemporaries.

Spanish 405. Spanish Literature of the Golden Age: Prose

Selected prose writers, except Cervantes: Quevedo, Alemán, Gracián, and others.

Spanish 406. Renaissance of Prose in the Nineteenth Century

Reading of representative authors: Palacio Valdés, Alarcón, Valera, Pereda, Pardo Bazán, Alas, Galdós.

Spanish 408. The Generation of '98: Reawakening of the Spanish Conscience

A study of the representative works of Azorín, Baroja, Unamuno, Valle-Inclán, Machado, Benavente, and others.

Spanish 409. Advanced Spanish Syntax

A course in written and verbal stylistics, with emphasis on Spanish syntax.

Spanish 411. Spanish Novels of the Twentieth Century: Alienation, Commitment, and Protest

The representative authors of the contemporary period in Spain.

Spanish 413. Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English

An analysis of the phonology, morphology, and syntax of Spanish leading to a contrastive examination of Spanish and English. The focus will be on similarities, differences, and problems of language acquisition. Practical laboratory work.

Spanish 414. Spanish Phonetics and Pronunciation

An analysis of the Spanish sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and Spanish languages.

Spanish 415. Art of Translation

A study of the components of Spanish grammar in view of practical translation exercises consisting of both Spanish and English texts, to be rendered fluently into the opposite language.

Spanish 416. Contemporary Hispanic-American Poetry

Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Storni, Ibarbourou, Neruda and the New Generation.

Spanish 418. The Contemporary Mexican Novel: Commitment, Protest, and Violence

Experimental works of Rulfo, Yañez, Fuentes, Romero, López y Fuentes, Castellanos.

Spanish 419. The Contemporary Hispanic-American Novel

The works of Güiraldes, Asturias, Cortázar, García Márquez, Sábato, Vargas Llosa.

Spanish 420. Barrio Spanish

An in-depth view of the linguistic, cultural, and psychological facets of selected varieties of non-standard Spanish.

Spanish 422. Children's Literature in Spanish

An examination of children's literature written or available in Spanish. Objective of course is to emphasize predictable difficulties encountered in the use of such materials in a bilingual teaching situation.

Spanish 423. Problems of Linguistic Interference in Reading in Spanish

Exploration of the relationships and differences between writing and speech, including laboratory observation, diagnosis and treatment of reading difficulties arising from faulty aural comprehension.

Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican-Americans

A survey and examination of the music, arts, literature, folklore, customs, institutions, and technology, past and present of Mexico and Chicano/Mexican-Americans. Course given in English.

Spanish 425. Chicano Literature

Textual reading and examination of Chicano literature, to include poetry, short story, novel, and theatre.

Spanish 490. Senior Seminar in Spanish (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of Spanish to student's minor field of study. Prerequisite: Senior standing and consent of instructor. (Offered spring quarter.)

Spanish 495. Workshop in Mexican-American Literature

A workshop designed to make the Spanish speaker aware of his language, history, and cultural heritage. Analysis, discussion, and laboratory work dealing with the problems associated with writing about and by the Mexican-American in the United States.

Spanish 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

SPECIAL COURSES**Foreign Language 280. Independent Study (1-5)**

Designed to meet the needs of students wishing to do work in classical and other languages not formally offered by CSB. Study under guidance of a professor. May be taken at successive levels until proficiency is attained.

Foreign Language 380. Independent Study (1-5)

Designed to meet the needs of students who have some competency in a foreign language and who need supervision on an upper division level to enable them to utilize this competency in their studies. Study may be on an individual basis under the guidance of an instructor. May be taken on successive levels.

Humanities 395. Continental Literature in Translation

Selected works of Continental Europe in translation. May carry credit in English, French, German, or Spanish, depending on area being covered in any particular quarter. Prior approval of the chair of the Foreign Language Department needed for credit in French, German, or Spanish. In order to receive credit in the major or minor field, students are expected to do the readings in their target language. Possible topics to be covered are:

Don Quixote in Translation

F. Garcia Lorca: Poetry and Drama in Translation

Dante and His Times: Prelude to Poetic Development in Spain and England

Dante's *Divina Comedia*

Hispanic-American Novel: Alienation, Commitment, Protest, and Violence

Twentieth-Century Spanish Novel in Translation

The Theories of Love in the *Medioevo*: *El libro de buen amor*, *La Celestina* in conflict with Dante's and Cervantes' theories of love

French Poetry: Sight and Sound

Women in European Literature

The Modern French Novel

Modern German Drama

Freedom: A Theme in Recent German Literature

The Picaresque Novel in Spain, France, England, and Latin America

The Don Juan Theme in Literature, Theatre, and Music

The Mystic Poets of Spain and Germany: From Lulio, Eckart, St. John of the Cross, and Saint Theresa to Rilke

HISTORY DEPARTMENT

The undergraduate curriculum in History consists of courses divided into four interlocking but distinct parts. History 101 is designed to allow the student to experience what history is, how it works, and its value relationship to the contemporary world.

History courses 200-299 are developmental courses designed for History majors, for students who wish to satisfy another five hours of their General Education requirements in history, and for students interested in the subject matter for other reasons. History courses numbered 300-399 are courses primarily for students with at least junior standing but are open to sophomore students also. Courses numbered 400-499 are courses on the junior and senior level which may give graduate credit for graduate students. They may be conducted in an interdisciplinary way with the cooperation and help of the appropriate department. History 499 may be taken only with the consent of the Department Chair and the Dean of Humanities. History 490, Senior Seminar, may be taken only by senior majors.

Successful completion of either History 231 or History 352 will count toward the satisfaction of both American History and United States Constitution as required by the State of California American Institutions requirement which is outlined on page 53 of this catalog. Courses which satisfy both the American History and the California State and Local Government requirements are History 356, 370, and 371. Courses which satisfy only the American History requirement are History 232, 355, 357, 358, 366, 368, 440, 445, 446, 450, 456, 461, 464, 465, and 466.

Examination Procedure Statement

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, alternative methods are offered to those who need to fulfill the requirement by challenge examination. A student who intends to challenge the requirement by examination must apply to the Department of History during the first three weeks of the quarter. A student who waits until the senior year to challenge the history requirement may jeopardize graduating on schedule. The form of examination is determined in consultation with the American Institutions advisor. Among the choices are the following:

1. SOCRATES Objective Examination (computerized test of pertinent material from American history)
2. Essay examination prepared and evaluated by the American Institutions advisor in the Department of History
3. An alternative examination agreed upon after consultation between the student and the American Institutions advisor

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Bachelor of Arts degree in History are:

- A. Satisfactory completion of two lower division courses, one of which must be History 202, 204, or the equivalent.
- B. Seven upper division courses including the Senior Seminar, History 490
- C. The satisfactory completion of one of the three options listed below:
 1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 3. An interdisciplinary concentration of minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Students majoring in History must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for Major."

REQUIREMENTS FOR THE MINOR

The minimum requirements for a History minor are: Four courses, acceptable to the department, totaling 20 quarter units; three of these courses must be upper division.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in History has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for both History and Social Sciences has been approved for a CSB graduate in History. To qualify for the Examination Waiver in History, a student must take at least one course in each of the areas of American History, European History, and Non-Western World History.

THE MASTER OF ARTS DEGREE IN HISTORY**Admission to the Program**

A person seeking an M.A. in History must first apply to the Office of Admissions and Records for general admission. Upon acceptance by the College the student will be considered an UNCLASSIFIED graduate student until he is classified by the Graduate Committee of the History Department. Acceptance by the College does not constitute acceptance in an M.A. program. The student must notify the History Department of his intention to pursue an M.A. degree to ensure the assignment of a graduate advisor. The graduate advisor will ordinarily represent the same field of history as the student's concentration. It is the student's responsibility to familiarize himself with the requirements and timetable of the M.A. program. Carelessness in planning can easily delay the student's progress. The student should work closely with his advisor in selecting and scheduling courses.

Unclassified Standing

Unclassified standing is automatically accorded a person who possesses an earned baccalaureate degree or its equivalent from an accredited institution.

Classified Standing

Classified standing is accorded when the student has satisfied the following criteria:

1. Possession of an earned baccalaureate degree or its equivalent from an accredited college or university; good standing at and eligibility to return to the institution last attended.
2. Completion of an undergraduate history major or its equivalent.
3. Presentation of an overall 3.0 grade point average for the last 90 quarter units (60 semester units) of his undergraduate study and a 3.25 grade point average in all upper division and graduate history courses taken prior to the application for classified standing.
4. Completion, after the baccalaureate degree has been conferred, of no fewer than 15 quarter units, 10 of which must be graduate level, acceptable to the Graduate Committee. No more than 25 quarter units of post-baccalaureate credit taken prior to classification may be applied to the 45–50 total unit requirement for the M.A. degree.
5. Submission to the Graduate Committee of an application for classification, available from the department office, for an M.A. program. The student will then, in consultation with his graduate advisor, submit to the Graduate Committee and the Dean of the School of Humanities an M.A. study program.

Degree Programs

There are two plans for the M.A. in History. The Thesis Plan, which lends itself to research and independent study, is designed primarily for the student who expects to continue advanced study at a university. The Comprehensive Examination Plan is best suited for those who want a broad, rather than specialized, background in history and who do not ordinarily plan to pursue a higher degree. It is intended primarily for teachers of history at the secondary and junior college levels. The student may later change his Plan, but only after the submission and approval of a new M.A. study program.

1. The Thesis Plan candidate must complete History 501 or History 505; complete a graduate major area concentration (25 quarter units); complete 10 quarter units of upper division or graduate level elective courses in history or complementary fields; and complete a research thesis (History 697).

2. The Comprehensive Examination Plan candidate must complete History 501 or History 505; complete a graduate major area concentration (15 quarter units); complete 25 quarter units of upper division or graduate level elective courses in history or complementary fields; complete 1-5 quarter units of independent study (History 698) in preparation for the comprehensive examinations; forward two graduate seminar papers to the examination committee as evidence of research and writing competence; and pass two examinations: a written examination in the area of major concentration, and an oral examination.

Limitations and Other Requirements

1. No grade lower than a C may be counted toward the M.A. in History.
2. Credit/No-Credit courses may not be used.
3. A student who has attained CLASSIFIED status may not pursue the M.A. degree piecemeal. He is required to register for course work each quarter. A student who has only his comprehensive examinations or thesis to complete may enroll in History 697 or 698 to maintain his residency. A student may apply for a formal leave of absence if extenuating circumstances prevent him from continuing residency.
4. The M.A. candidate has five years from the date of his classification to complete all the requirements for the degree. He may request an extension if there are extenuating circumstances.
5. Not less than 25 quarter units shall be in courses organized primarily for graduate students (courses numbered 500 and above). (TITLE 5, Sec. 40504)

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

History 101. Case Studies in the Historical Method

This course is designed to accomplish three related objectives: to study ways in which historians come to their conclusions and present them; to investigate the claim that history is capable of providing an accurate evaluation of the past; and to show how such work can affect the views of reality held by individuals, groups, nations and civilizations.

As the means of accomplishing these objectives, each section of the course utilizes a selected topic or time period as a case study. The relationship of history to the problems of the contemporary world is taken fully into account.

History 202. The Rise of Western Culture I (formerly titled European History Through the Middle Ages)

This course examines the cultural, political, social, economic, and intellectual development of European civilization from its origins in the ancient Mediterranean world to the age of Europe's world-wide expansion, with the aim of understanding western civilization's current problems and values. Readings in the literature and audio-visual explorations of the arts of western civilization supplement the lectures.

History 204. The Rise of Western Culture II (formerly titled Europe Since the Renaissance)

The cultural, political, social, economic, and intellectual development of European civilization from the age of European expansion to the contemporary period.

History 225. The Outcast in History

An examination of the various roles the outcast has played in the course of history. Rejected by society as witch, criminal, madman, or scapegoat, admired as hero and often chosen self-exile, the outcast will be studied through works of fiction and film.

History 231. Survey of American History to 1865

The colonial foundations; political, economic, social and cultural developments in the emerging United States; the early agrarian republic, the Civil War.

History 232. Survey of American History Since 1865

Reconstruction; problems of an increasingly urban and industrialized society; the United States in World Affairs.

History 277. Lower Division Special Topics

Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require; consultation with instructor necessary prior to registration. May be repeated for different course content.

Upper Division**History 301. Greece**

Developments in Greek Civilization from early times to the reign of Justinian.

History 302. Rome

The rise, decline and fall of Roman power from the Italian Expansion to the Successor States.

History 303. Medieval Europe, 500–1100

European social, intellectual, economic and political development from the fall of Rome to the Twelfth Century.

History 304. Medieval Europe, 1100 to Renaissance

European social, intellectual, economic, and political development during the High Middle Ages.

History 305. The Renaissance

Major figures and movements of the Renaissance.

History 306. Revolution in Christendom (formerly titled The Reformation)

The origins, course, and consequences of the Protestant Revolt examined within the context of sixteenth-century society. The course focuses upon major figures, forces, and ideas of the age: Luther, Calvin, Loyola; European expansion, the commercial revolution, the religious wars; divine right, toleration, skepticism.

History 308. Europe 1815–1914

Political, social, economic and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I.

History 309. Europe Since 1914

The European nations in two World Wars, use and character of totalitarian movements, social and economic development, new intellectual currents, revolt of Asia and Africa against European dominance.

History 310. Modern France

Political, social, and cultural development of France from the Revolutionary era to the present.

History 311. Modern Germany

An examination of the social, cultural, and political background to the failure of democracy and the rise of Fascism in Nineteenth and Twentieth Century Germany.

History 312. Medieval and Modern Spain

The Spanish nation from the Reconquest to the Civil War, with emphasis on its cultural history.

History 315. England, 1485–1783

Political, economic, social and constitutional development of the British Isles from Tudor era to the end of the American Revolution.

History 316. England, 1783 to the Present

Political, economic, social and constitutional development of modern Britain; the role of Britain in modern European history.

History 320. Medieval Russia

From earliest times to Peter the Great.

History 321. Tsarist Russia

From Peter the Great to the Revolution.

History 322. Soviet Russia

Domestic affairs and international relations, 1917 to the present.

History 340. Reform and Revolution in Latin America

Introduction to Latin American history, with emphasis on the historical and environmental factors conditioning political, social, and economic change in the Twentieth Century.

History 344. Ancient Mexico

The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec.

History 345. Colonial Mexico

The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial Period to the War of Independence.

History 346. Modern Mexico

The political, economic, social, and cultural development of the peoples of Mexico in the Nineteenth and Twentieth Centuries.

History 351. Colonial America, 1600–1750

Beginnings of English colonization, Puritanism and the southern slave system. Political, social, and economic development of the Colonies to 1750.

History 352. Revolutionary America, 1750–1789

Mercantilism and imperial politics. Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution.

History 355. Early National Period, 1789–1828

Origins of political parties and a national political life. Economic, social, and foreign policy problems in the first four decades of the new Republic.

History 356. The Civil War Era, 1828–1877

The age of Jackson; Manifest Destiny; the Old South; the Civil War; Reconstruction.

History 357. Emergence of Industrial America, 1877–1920

Development of a complex modern society and the resultant domestic and international tensions.

History 358. Urban America, 1920 to Present

American society during depression, prosperity, and world responsibility.

History 365. The Chicano Experience to 1846

The Chicano in the Southwest from the foundations of Aztlan through the Mexican period, with emphasis on the cultural heritage.

History 366. The Chicano Experience since 1846

The Chicano in the Southwest from the Anglo occupation to Cesar Chavez and the United Farm Workers movement, with emphasis on the political and socioeconomic interaction.

History 367. Oral History and the Chicano in the San Joaquin Valley

Examination and application of the techniques of oral history to selected topics on the Mexican-American experience in the San Joaquin Valley, with particular emphasis on the Mexican heritage, on economics, on labor, and on women.

History 368. The American Indian

An historical analysis of the Native American experience with special reference to Red-White contact and conflict and the impact of white society on Indian civilization.

History 370. Early California

An analytical investigation of major problems in California history: the Digger Indian and the Noble Savage; "civilization" and the mission system; secularization; the Bear Flag revolt; race, politics, and the Civil War; the anti-Chinese movement; railroad rule in government; Populism and the politics of discontent.

History 371. Modern California

An analytical investigation of major problems in California history: Progressives, reformers, and reactionaries; the status of agricultural labor; the depression and migration; the rise of Richard Nixon; the hippie movement; contemporary student rebellion; the organization of agricultural labor.

History 373. Kern County History

Study of Kern County history for its own sake and as a microcosm of Western United States history. Field work.

IN ST 373. Business in American Life

An interpretation about how business considered as a profit-seeking activity has influenced the tenor and quality of life in the United States from the period of the Revolution to the recent past. Carries credit in Business and Public Administration and History.

Humanities 374. History of Christian Thought I

See listing under Department of Philosophy and Religious Studies for course description and prerequisites.

Humanities 375. History of Christian Thought II

See listing under Department of Philosophy and Religious Studies for course description and prerequisites.

Humanities 376. Philosophy of History

The course covers both critical and speculative philosophy of history. It deals with such topics as historical fact, explanation, and law; historical objectivity; and causal judgments in history. It also examines philosophies of history such as those of Hegel, Marx, and Toynbee.

Humanities 378. History of Israel: Ancient

A study of the religious, political, and social development of Israel from its prehistoric beginnings to 135 Common Era (A.D.). The use of historical evidence and the nature of historical judgments are considered with reference to archaeological remains, Biblical traditions, and the records of Israel's neighbors.

Humanities 420. Social History of Ideas I

An analysis of Western thought and values in their social and institutional setting, from Classical Greece to the Seventeenth Century. Topics discussed include Greek science, religion and philosophy, the medieval debate between faith and reason, the Scientific Revolution, and the origins of Rationalism.

Humanities 422. Social History of Ideas II

An analysis of Western thought and values in their social and institutional setting, from the Enlightenment to the present. Discussion focuses on such figures as Newton, Rousseau, Hegel, Marx, Darwin, Nietzsche, Freud, and Einstein.

History 425. Protest, Reform and Revolution

A study of various forms of social and political agitation in European history ranging from the medieval religious millenarian movements and peasant wars to the modern socialist revolutionary and feminist protests of the Nineteenth Century.

History 427. The Era of the French Revolution and Napoleon

An analysis of the nature and significance of the Revolutionary and Napoleonic periods and of their impact on the history of France and modern Europe.

History 430. Overseas Expansion of Europe to 1815

The development of European World hegemony from the Renaissance to the end of the Napoleonic Era.

History 431. Imperialism

The theories, movements, and structures used by the European powers in their relations with non-European peoples from 1815 to about 1960 and reactions to these situations.

History 435. The Latin American Mind

Intellectual and cultural evolution of the Americas. Special emphasis given to the novel as a social document.

History 436. Inter-American Relations

The evolution of the concept of an American Hemisphere and the role of the United States in Latin America.

History 437. The Afro-Creole Caribbean

The development of Black culture in the West Indies and its relation to European colonization from 1500 to the present.

History 440. Growth and Decline of an American Empire

An examination of the American world role from the United States' invasion of Latin America in the 1890s to the Vietnamese War of the 1960s.

History 445. The American West to 1848

An analytical investigation of major problems in western history: the Turner thesis; the red-white conflict and Indian removal; the War of 1812; the Mexican War; the myth and reality of the mountain man, the Alamo, the yeoman farmer.

History 446. The American West Since 1848

An analytical investigation of major problems in western history: western racism and the Civil War; the red-white conflict and the reservation system; the myth and reality of the cowboy, the frontier woman, the conservationist.

History 450. Economic History of the United States

The history of the economic development of the United States and its impact on social and political institutions.

History 451. Middle Class America: Fantasy, Fulfillment, and Frustration

A search attempting to define the American middle class; its composite nature, life styles, standards, values, and goals as these have been created, satisfied, and thwarted since the beginning of the present century. Students explore middle class history through class discussions based on historical and literary readings.

History 452. Rich America

A study of the values, morals, ethics, and the life style of American Society: their fabulous playgrounds, pleasures, power, and prerogatives.

History 453. History of the City

The evolution of urban communities.

History 454. History of American Leisure

A general history of leisure in the several American social eras since the Civil War. That Americans demand ever shorter working hours as well as higher pay suggests the enormous value of leisure time. This course not only explores the ways in which we fill our leisure hours but examines the relationships between our leisure pursuits and our changing social status.

History 456. The Social Fabric: A History of American Life

American social and cultural history. An examination of the daily life and much of the diversity of American life from the early settlement to the present day.

History 457. Radicals and Radicalisms of Twentieth Century America

An examination of American radicalism of both the Left and Right. Topics covered range from the “Wobblies” of the World War I period to the Birchers and Weathermen of the 1960s.

History 458. Law, Order and Violence in the American Past

An examination of causal factors relating to violence in the history of the United States, with special reference to the impact of racial issues, industrialism, urbanization, as well as the role of the state and its agents in the prevention, control, and cause of such violence.

History 459. Crime in America

Notorious crimes and criminals and their relationship to American life from the Civil War to the present. Course covers murder, robbery, prostitution, bootlegging, extortion, and others.

History 460. American Intellectual History to 1800: Saints and Sinners

Old World Traditions in New World Conditions; development of the American character; origins of the American Mind.

History 461 (formerly History 462). Social History of American Thought, 1800 to the Present

An analysis of the changes in the predominant American values and ideas.

History 462. Ascent of Woman

A general history of women in European society from early Greece to the present, designed to add an historical perspective to the study of women. The course investigates changes in the status, social roles, and behavior of both ordinary women and those who chose not to conform to social norms, and examines the impact upon society of Western attitudes toward women. Students of both sexes are welcome to participate.

History 463. The Family in History

An examination of the family as a form in sexual, social, economic, and political behavior in England, France, and America, 1600–1900. Topics covered include the status of women, childhood, demographic patterns, and historical forms of parenthood. Students are also given opportunities to participate in Clark University’s Anonymous Family History Project.

History 464. Growing Up in America

A search to define youth in Twentieth Century American culture: life styles, standards, values, and goals. An exploration of youth in America through class discussions based on historical and literary readings.

History 465. History of Black America to 1865

The history of black Americans during the slavery era: African origins, the slave trade, slavery during the colonial and national periods, the Civil War, and emancipation.

History 466. History of Black America Since 1865

The struggle for equality since the Civil War: reconstruction, the rise of Jim Crow, black organizations, the Harlem Renaissance, Negroes in depression and war, the civil rights and black power era.

Humanities 470. Aspects of the Relationships Among Art, Literature, and History

An interdisciplinary seminar in a selected topic exploring the historical experience as rendered in literature and the arts. The course relies on extensive reading, discussion, and a research project. May carry credit in either English, Fine Arts, or History.

IN ST 471. Aspects of the Relationship Between History and Behavioral Sciences

Seminar in use of the quantitative method in history; the role of statistics and computers in the gathering and interpretation of historical data; interrelationship of history with the behavioral sciences. Carries credit in Behavioral Sciences or History.

IN ST 472. History of Scientific Thought

Seminar in selected areas in the aspects of scientific thought. May carry credit in History or Natural Sciences.

History 477. Special Topics

Group investigation of a specific era or topic, with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

History 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of history to student's minor field of study. Prerequisite: Senior standing.

History 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

Graduate Courses

Note: Enrollment in graduate seminars may be at the discretion of the instructor.

History 501. Historiography

The development of history as a distinct discipline, and the themes and approaches used by historians.

History 505. Theories of History

An analysis of various interpretations of the historical process and its meaning for man.

History 525. Reading Seminar in European History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 545. Reading Seminar in Latin American History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 555. Reading Seminar in American History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 565. Reading Seminar in Chicano History

Reading in selected topics to be announced each quarter. Special emphasis on materials suitable for prospective teachers. May be repeated if topic is different.

History 602. Research Seminar in European History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 606. Research Seminar in Latin American History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 608. Research Seminar in American History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 697. Master's Thesis (1-5)

May be repeated to a maximum of 5 quarter units.

History 698. Comprehensive Examination (1-5)

May be repeated to a maximum of 5 quarter units.

History 699. Individual Study (1-5)

Admission with consent of department chair and Dean of Humanities.



Leon Harris, right, and Mark Fields, seated, placed third in 1977 National Novice Debate Tournament. CSB forensic director Steven Koch accompanied team to Northwestern. Duo finished behind Harvard and Dartmouth.

PHILOSOPHY/RELIGIOUS STUDIES DEPARTMENT

The Department offers a major and minor in Philosophy and a concentration and minor in Religious Studies. Various courses offered under the auspices of the Department can also be taken either toward fulfillment of General Education requirements or as electives.

PHILOSOPHY

The unexamined life is not worth living.

—Socrates

The program in Philosophy is designed to satisfy the interests of students who aspire to be mature, responsible, and self-aware persons. The courses offered by this Department seek to cultivate the critical and creative thinking which is one of the prerequisites of all educated persons. The College as a whole shows its commitment to this aim by including Logic—the art of critical thinking—in the Basic Subjects requirement. A carefully designed set of courses in the upper division affords the student an opportunity to master the major areas of philosophy, namely, those concerned with values, theories of knowledge, and metaphysics. This program prepares the student for graduate work in philosophy and for a career in the major professions. The courses may be taken either toward the fulfillment of General Education requirements or as electives.

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

The minimum requirements for a Bachelor of Arts degree in Philosophy are:

A. Nine upper division courses in the Department, including:

1. Philosophy 302, 303, and Philosophy/Religious Studies 343
2. One course from *each* of the following groups:

Group A

Philosophy 331. Aesthetics

Philosophy 332. Ethics

IN ST 333. Political Philosophy and Thought

Group B

Philosophy 340. Metaphysics

Philosophy 341. Dimensions of Self and Mind

Philosophy-Religious Studies 342. Philosophy of Religion

Group C

Philosophy 351. Theories of Knowledge

Philosophy 352. Contemporary Philosophical Analysis

IN ST 353. Philosophy of Science

3. Two additional electives, which may be in Religious Studies

4. Philosophy/Religious Studies 490 (Senior Seminar)

B. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Students majoring in Philosophy must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

Four courses, totaling twenty quarter units, at least three of which must be upper division, approved by the Department.

PHILOSOPHY COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division**Philosophy 101. Introduction to Philosophy**

What philosophy is and does, as disclosed by examining selections from classical, modern, and contemporary philosophers. Subjects typically studied include the fundamental nature of man and of the universe; the existence of God; personal immortality; knowledge, logic, and truth; and ethical, political, and aesthetic values.

Philosophy 102. Logic

A study of the fundamentals of valid reasoning, both in philosophy and in discourse generally. Subjects studied include the basic concepts of logic, fallacies, classical and modern deductive reasoning, induction and scientific method. This course satisfies one half of the Basic Subjects portion of the college's General Education requirement.

Philosophy/Religious Studies 201. Moral Questions in a Changing Society

A critical study of representative philosophical and religious ethical systems. Stress is placed on an analysis of urgent moral issues of our time, issues such as violence, capital punishment, just war, suicide and elective death, sexual ethics, abortion, and human transplantations.

Upper Division**Philosophy 302. History of Western Philosophy I**

A study of the development of Western philosophy from its Greek origins to the end of the Middle Ages, with emphasis on Plato and Aristotle.

Philosophy 303. History of Western Philosophy II

A study of the development of Western philosophy from the Renaissance to the end of the Eighteenth Century. The course concentrates on Continental Rationalism, British Empiricism, and the philosophy of Kant.

Philosophy 304. Nineteenth Century Philosophy

A study of Nineteenth Century philosophers such as Hegel, Schopenhauer, Kierkegaard, Marx, and Nietzsche.

Philosophy 310. Existentialism

The various types of existentialist philosophies are examined in the writings of Nineteenth Century existentialists such as Kierkegaard and Nietzsche, and of present-day exponents such as Heidegger, Jaspers, Sartre, Camus, Marcel, and Tillich.

Philosophy 312. American Philosophy

A critical examination of representative works of American philosophers such as Peirce, Royce, James, Santayana, Dewey, Lewis, and Quine.

Philosophy 331. Aesthetics

An examination of the main problems of aesthetic creation, contemplation, and criticism, including an analysis of aesthetic experience and of the work of art. Lectures and discussions.

Philosophy 332. Ethics

An analysis of the meaning and function of crucial ethical concepts such as good and evil, right and wrong, freedom, choice, responsibility, intention and consequence, and an examination of the possible grounds on which ethical judgments may be rationally justified.

IN ST 333. Political Philosophy and Thought

An analysis of the basic theories of the nature and role of social and political life. Historical positions such as those of Plato, Aristotle, Hobbes, Locke, Mill, Hegel, and Marx are examined to bring to light the concepts of right, equality, justice, obligation, and utility. Lecture and discussion.

Philosophy 334. Law and Morality: Rights and Responsibilities

The course wrestles with such questions as: What is law and how is law related to morality? Can morality be enforced by law? How may the rights of a citizen be justified? How are rights related to responsibilities?

Stress is laid upon the application of basic concepts of law to specific practical problems: civil disobedience, juvenile delinquency, the rights of legal offenders, the death penalty, obscenity and pornography, and the like.

Philosophy 335. Philosophy of Law

An analysis of selected major philosophies of law, centering around such questions as: What *is* law? What is a legal system? How are laws justified? The relation of law to religion, ethics, and sociology examined.

Philosophy 340. Metaphysics

A critical examination of classical metaphysical positions such as materialism, idealism, realism, and naturalism, coupled with a study of methods and problems in contemporary metaphysical thinking.

Philosophy 341. Dimensions of Self and Mind

A critical analysis of various concepts of self, mind, and person. Subjects typically studied include the relation of mind and body, personal immortality, the nature of self-knowledge, and the relation between the self and moral values.

Philosophy/Religious Studies 342. Philosophy of Religion

An examination of the following issues: the nature of religion and of religious experiences; various conceptions of God; evidence for the existence of God including the classical arguments; faith and its relationship to knowledge; the problem of evil; meaning and the logical status of religious language; the possibility of personal immortality.

Philosophy/Religious Studies 343. Eastern Philosophy

A study of some sample philosophical traditions of the East, particularly of India and China. For India, the various schools of Vedanta and the philosophies of such moderns as Aurobindo and Radhakrishnan, and, for China, the Confucian, Taoist, and neo-Confucian schools may be treated. Attention given to the oft-noted contrasts between Indian and Chinese philosophy and between Oriental and Western philosophy. Also offered as Religious Studies/Philosophy 343.

Philosophy 350. Advanced Logic

Introduction to propositional, predicate, and class calculi. Identity, definite descriptions, number, formalization, and related concepts may be studied. Prerequisite: Philosophy 102 or consent of instructor.

Philosophy 351. Theories of Knowledge

A critical analysis of various kinds of knowledge claims—religious, aesthetic, and ethical as well as scientific and mathematical—and of various theories of meaning, truth, and verification.

Philosophy 352. Contemporary Philosophical Analysis in England and America

The “revolution in philosophy” studied in the writings of leaders such as Austin, Wittgenstein, Ryle, Ayer, and Quine in order to understand both the new methods of analysis and their application to the central problems of philosophy.

IN ST 353. Philosophy of Science

A study of the central issues in scientific methodology, with focus on the nature and history of scientific explanation, the discovery and validation of scientific hypotheses, the structure and function of laws and theories, and the principles governing concept formation. Some background in mathematics and in the natural or behavioral sciences is recommended.

Philosophy/Religious Studies 360. The Meaning of Death

A study of various attitudes toward death and dying, as reflected in philosophy, in various religious traditions, in literature, in attitudes toward suicide, in the care of the aged and dying. The course examines the way attitudes towards death affect styles of living.

Philosophy 361. Philosophies of Life

A critical examination of representative philosophies primarily concerned with the ultimate aims of human existence, these being construed variously as wisdom, subjectivity, power, pleasure, self-realization, worship of or union with God, the community of man, and love.

Humanities 363. Philosophy and Religion in Literature

An examination of such major ideas as love, freedom, selfhood, loneliness, man as moral being, man with or without God, which are found in the literary works of such writers as Plato, Augustine, Dante, Omar Khayyam, Goethe, Kafka, Hesse, Dostoevsky, T. S. Eliot, and Sartre.

Humanities 376. Philosophy of History

The course covers both critical and speculative philosophy of history. It deals with such topics as historical fact, explanation, and law; historical objectivity; and causal judgments in history. It also examines philosophies of history such as those of Hegel, Marx, and Toynbee.

Philosophy 377. Special Studies in Philosophy

Topics to be offered will be announced prior to registration. Limited to one five-unit course in any one area.

Philosophy/Religious Studies 395. Human Liberation

A critical analysis of the various aspects of human liberation and bondage as presented in philosophical and religious literature or works. The notion of freedom as it relates both to the individual and to political, economic, and social institutions is discussed, as well as majority-minority relations, human-divine relations, the male-female relation, and race relations.

Humanities 420. Social History of Ideas I

An analysis of Western thought and values in their social and institutional setting, from Classical Greece to the Seventeenth Century. Topics discussed include Greek science, religion, and philosophy, the medieval debate between faith and reason, the Scientific Revolution, and the origins of Rationalism.

Humanities 422. Social History of Ideas II

An analysis of Western thought and values in their social and institutional setting, from the Enlightenment to the present. Discussion focuses on such figures as Newton, Rousseau, Hegel, Marx, Darwin, Nietzsche, Freud, and Einstein.

Philosophy 477. Special Studies in Philosophy

Topics to be offered will be announced prior to registration. May be repeated for different course content.

Philosophy/Religious Studies 490. Senior Seminar (6)

Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

Philosophy 499. Individual Study (1-5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of Department Chair and Dean of Humanities.

RELIGIOUS STUDIES

The program in Religious Studies is designed to meet the interests of students who live in a pluralistic society and wish to study the role played by religions in the lives and cultures of men. The program includes courses of three general types: those which study religious issues from a philosophical point of view; those which explore the history and literature of particular religions, for example, Judaism, Christianity, Islam, Hinduism, and Buddhism; and those which examine, from a social scientific point of view the nature and function of religion, for example, psychology and sociology of religion. The courses of all three types are analytical, critical, and sympathetic, but in no case dogmatic or sectarian.

REQUIREMENTS FOR THE CONCENTRATION IN RELIGIOUS STUDIES

A. A minimum of nine courses, including:

1. Philosophy 302, 303, and Religious Studies/Philosophy 343
2. One course from *each* of the following groups:

Group A

Religious Studies 220. Christianity, Judaism, and Islam
Religious Studies 301. Old Testament
Religious Studies 302. New Testament
Humanities 374. History of Christian Thought I
Humanities 375. History of Christian Thought II
Humanities 378. History of Israel: Ancient

Group B

Religious Studies 221. Eastern Religions
Religious Studies 334. Philosophies and Religions of China
Religious Studies 346. The Hindu Tradition
Religious Studies 347. The Buddhist Tradition

Group C

IN ST 311. Psychology of Religion
IN ST 313. Sociology of Religion
IN ST 319. Primitive Religions

3. Two upper division courses from Philosophy or Religious Studies, with the approval of the advisor.
 4. Religious Studies/Philosophy 490. Senior Seminar
- B. The satisfactory completion of one of the three options listed under B of the "Requirements for the Major in Philosophy"**

REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES

Four courses, totaling twenty quarter units, at least two of which must be upper division, approved by the Department.

RELIGIOUS STUDIES COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Religious Studies 101. Introduction to Religion: The Religious Quest of Man

A study of the meaning of religion and what it is to be religious. Religious experience, the nature of ultimate reality, salvation, and the expression of religion in myth, ritual, and ethics are some of the topics which are studied. Others are deity, mysticism, faith, sin, immortality, reincarnation, worship, meditation, and the like. Specific religious traditions, primitive and modern, Eastern and Western, provide examples for the study of these topics.

Religious Studies/Philosophy 201. Moral Questions in a Changing Society

A critical study of representative philosophical and religious ethical systems. Stress is placed on an analysis of urgent moral issues of our time, issues such as violence, capital punishment, just war, suicide and elective death, sexual ethics, abortion, and human transplantations.

Religious Studies 220. Christianity, Judaism, and Islam

A study of the history and literature of three Western religions: Judaism, Islam, and Christianity. The scriptures of each religion are examined, and an analysis is conducted of their main beliefs, moral stance, and the cultural patterns they have created.

Religious Studies 221. Eastern Religions

A study of Hinduism, Buddhism, Confucianism, and Taoism. These traditions are studied in relation both to their native settings and their present day expressions in America. A field trip to Los Angeles is normally a feature of the course.

Upper Division**Religious Studies 301. Hebrew Bible (Old Testament)**

A study of the religion of ancient Israel as it appears in her scripture, commonly known as the Old Testament. Several forms of Biblical literature are examined, such as poetic, narrative, prophetic, historical, legal, wisdom, and apocalyptic. Various scholarly methods of interpretation examined.

Religious Studies 302. New Testament

The history, literature, and religion of early Christianity considered against the background of the Greco-Roman world and culture. The gospels and epistles of the New Testament are analyzed and discussed.

IN ST 311 (formerly Religious Studies 310). Psychology of Religion

A study of the psychological dimension of religion, Western and Eastern. Attention given to various psychological theories of religion, including those of Freud, Jung, and James. Such topics as religious experiences, meditation, psychic phenomena, and the role of religion in personality development are studied.

IN ST 313. Sociology of Religion

A study of the social dimension of religion, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, are examined. Such topics as religion and social change, the social aspects of religious experience, and religious institutionalization are studied. Particular attention is given to the function of religion in contemporary secular societies. Lecture and discussion.

IN ST 319. Primitive Religions

Theoretical and substantive analysis of religious ideology and ritual, emphasizing comparative study from selected non-Western societies. Prerequisite: One course in Anthropology or Religious Studies or permission of the instructor.

Religious Studies/Philosophy 342. Philosophy of Religion

An examination of the following issues: the nature of religion and of religious experiences; various conceptions of God; evidence for the existence of God including the classical arguments; faith and its relationship to knowledge; the problem of evil; meaning and the logical status of religious language; the possibility of personal immortality.

Religious Studies/Philosophy 343. Eastern Philosophy

A study of some sample philosophical traditions of the East, particularly of India and China. For India, the various schools of Vedanta and the philosophies of such moderns as Aurobindo and Radhakrishnan, and, for China, the Confucian, Taoist, and neo-Confucian schools may be treated. Attention is given to the oft-noted contrasts between Indian and Chinese philosophy and between Oriental and Western philosophy. Also offered as Philosophy-Religious Studies 343.

Religious Studies 345 (formerly Religious Studies 346 and 347). The Religions of India: From Buddha to Mantra

A study of Hinduism, the predominant religion of India; Theravada Buddhism, the predominant religion of Southeast Asia; Islam as it is found in India; Jainism and Sikhism. The beliefs, rituals, ethics, and religious art forms of India are surveyed. Hinduism's relevance to American religious life highlighted.

Religious Studies 348. The Religions of China and Japan: From Confucianism to Zen

A study of Confucianism, Taoism, folk religion, and Maoism as expressions of ultimate meaning and systems of salvation for the Chinese people; and of Buddhism and Shinto as similar expressions for the Japanese people. Mao Tse-tung's "Little Red Book" is explored; Zen featured.

Religious Studies/Philosophy 360. The Meaning of Death

A study of various attitudes toward death and dying, as reflected in philosophy, in various religious traditions, in literature, in attitudes toward suicide, in the care of the aged and dying. The course examines the way attitudes towards death affect styles of living.

Religious Studies 361. Mythology and Symbolism in Religion

An exploration of the nature, function, and types of mythology and symbolism in religion. Such topics as mythology and truth, symbol and reality, and literalism versus symbolic modes of comprehension and expression are studied. Source readings are drawn from the world religions.

Religious Studies 362. The Mystical Consciousness

An exploration of mystical experience, drawing on Eastern and Western sources. The nature of the mystical experience, its chief characteristics, and its relationship to other states of consciousness, including drug-induced experiences, are studied.

Religious Studies 363. The Occult Tradition

This course examines the history and ideas of the occult tradition. Special attention is given to the origin and meaning of the metaphysical and religious viewpoints of the occult and why they are presently so appealing. Such topics as esoteric religion, magic, divination, paganism, Cabala, alchemy, numerology, tantra, witchcraft, tarot, and astrology are studied.

Humanities 374. History of Christian Thought I

Theological and philosophical issues involved in the development of Christian thought, from Saint Paul through the Middle Ages. An analysis of the thought of some of the following is included: Irenaeus, Tertullian, Origen, Augustine, Anselm, Abelard, Thomas Aquinas, Duns Scotus and William of Ockham. Prerequisite: Philosophy 101 or Religious Studies 101.

Humanities 375. History of Christian Thought II

An examination of the development of Christian thought from the Middle Ages through the Nineteenth Century. Prerequisite: Philosophy 101 or Religious Studies 101.

Religious Studies 377. Special Studies in Religion

Topics to be offered will be announced prior to registration. May be taken more than once, but limited to one five-unit course in any one area or topic.

Humanities 378. History of Israel: Ancient

A study of the religious, political, and social development of Israel from its prehistoric beginnings to 135 Common Era (A.D.). The use of historical evidence and the nature of historical judgments are considered with reference to archaeological remains, Biblical traditions, and the records of Israel's neighbors.

Religious Studies 380. Contemporary Religious Thought and Movements

An exploration of the present-day trends in religion, especially in America. Attention given to such topics as secularization, radical theology, the growing influence of Eastern religions in the West, the Jesus movement, and the rise of interest in the occult. The course seeks to examine Protestantism and Catholicism in transition and the ecumenical movement.

Religious Studies/Philosophy 395. Human Liberation

A critical analysis of the various aspects of human liberation and bondage as presented in philosophical and religious literature or works. The notion of freedom as it relates both to the individual and to political, economic and social institutions discussed, as well as majority-minority relations, human-divine relations, the male-female relation, and race relations.

Religious Studies 477. Special Studies in Religion

Topics to be offered will be announced prior to registration. May be repeated for different course content.

Religious Studies/Philosophy 490. Senior Seminar (6)

Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

Religious Studies 499. Individual Study (1–5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of Department Chair and Dean of Humanities.





SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The curriculum of the School of Natural Sciences and Mathematics rests on a conception of science as the study of the evolution of the environment, from particle to galaxy, from microbe to man. There are seen to be biological and physical components to the environment, and their study is reflected in the areas of biology and earth science. Both components have acted and reacted through time in accordance with the basic laws governing energy and matter, as studied in the areas of chemistry and physics. Mathematics provides the basis for understanding and expressing fundamental relationships and, through statistical probability, for handling populations. The health professions deal with the applications of all of these to man.

The first goal for faculty and students is to ensure an awareness of the relevancy of science in the modern world and an understanding of the necessity of science for solving present day problems as well as anticipating those of the future. The curriculum which prepares students for responsible participation in this process, at whatever level from casual observer to involved worker, must reflect the evolution of the scientific process from observation, through experimentation, to the development of models.

In view of the limited resources available to all institutions of higher education today, a second goal is to concentrate the resources of the School. In selecting specific areas of emphasis in which to excel, account must be taken of the total setting of the institution. "Nothing has marked recent history more than the increase in man's ability to change aspects of the natural world. It is . . . a moral obligation for the scientific establishment to devote itself in earnest to the study of ecosystems, both those of nature and those created by man . . ." (Dubois). This college is situated in an area where land use and population are changing rapidly and dramatically, in which wisdom in decision making based on a changing view, from conservation to ecology, is becoming heavily dependent on input of environmental information ranging from economic to scientific. Accordingly, emphasis is given to environmental interpretation and the implications for man's health.

A third goal is to provide a broad, liberal arts-based program which meets modern criteria being established at the national level. A primary consideration is to establish course work which will provide continuity for the student coming out of the inquiry-oriented courses in mathematics and the sciences in the secondary schools. Instruction reflects the influence of the "discovery" approach at all levels of the undergraduate curriculum. Flexibility of instructional programs is stressed. Lecturing is minimal, and is supplemented by individual learning opportunities. Laboratories are open-ended, and consist not of exercises but of investigative experiments, in part selected and designed by the student. Course work is laboratory and field oriented. Opportunity is provided for the integration of work experience into individually selected student programs.

The program of the School reflects the desire of this generation of students to learn for themselves, their greater maturity, and their disparate backgrounds. It places more responsibility for his own education on the student. At the same time, it places the instructor in a position to devote more time to the individual student by meeting him as an individual or as a team member, thus giving the student access to the instructor as a resource as well as a fellow member of the academic community.

MAJOR REQUIREMENTS FOR STUDENTS IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

Requirements for the Bachelor of Science degree are: a minimum of eleven courses, fifty-five hours, in the major field of concentration (more in certain majors); plus cognates. No minor is required.

1. The fifty-five hours may include both lower and upper division work.
2. At least three 300-level courses are required of all majors.
3. At least three other upper division courses are required. (Up to three upper division courses outside the major discipline may be substituted with approval of the advisor.)
4. The Senior Seminar is required of all majors.
5. Mathematical competence will be important for all students preparing for work in most fields of modern science. A course in computer science and a course in statistics are required. Competence in other cognate areas may also be required for specific majors.

MINOR REQUIREMENTS

Although no minors are required for the B.S. degree, minors are available in mathematics and the sciences for those interested. The minor consists of 20 hours, including any two upper division courses.

GENERAL EDUCATION

Science requirement: three courses from at least two departments of the School of Natural Sciences and Mathematics. The three courses must include at least one and not more than two perspectives courses (numbered 100), which cannot be challenged by examination.

Basic subjects requirement: Mathematics 102 may be used to satisfy one half the College's basic subjects requirement by students who do not count the course toward the General Education science requirement.

Prerequisites

Prerequisites for courses may be the specific course(s) listed or the equivalent.

NONDEPARTMENTAL COURSES IN NATURAL SCIENCE AND MATHEMATICS

Science 101. Principles of Physical Sciences (5)

Basic principles of the physical sciences. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Science 102. Principles of Life Sciences (5)

Basic principles of the life sciences. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Science 103. Principles of Environmental Sciences (5)

Basic scientific principles applied to environmental studies. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Science 301. Honors in Mathematics and the Sciences (1)

A seminar in the current problems of science. For the mature, serious, and highly qualified student seeking understanding of the relation of his area of greatest interest to current problems. Prerequisites: junior standing; major status in mathematics or the health or natural sciences; invitation by the Dean of the School of Natural Sciences and Mathematics.

IN ST 353. Philosophy of Science (5)

See listing under Philosophy.

Science 377. Special Topics in Science (5)

Analysis of contemporary, interdisciplinary problems.

IN ST 472. History of Scientific Thought (5)

Seminar in selected areas in the aspects of scientific thought.

Science 477. Special Topics in Science (1-5 units)

Topics and prerequisites to be announced. May be repeated for different topics.

Science 490. Senior Seminar (5)

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisites: Major in Liberal Studies. May be taken for elective credit, without satisfying Senior Seminar requirements, by other students.

Science 577. Special Topics in Science (1-5 units)

Topics and prerequisites to be announced. General prerequisite: consent of the instructor.

EXPERIENTIAL LEARNING

Credit for prior work experience is available in all departments in the School.

_____ **289. 1-5 units of lower division credit**

_____ **489. 1-5 units of upper division credit**

Interested students should contact the department office.

INTERNSHIPS

Credit for work experience arranged through the College is available in all departments in the School. The following course description is applicable in all departments, with the exception of Nursing.

_____ **496. Internship in _____ (1-5 units)**

Students will be assigned to various industries, institutions, or agencies and will work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance with the departmental member of the school internship committee.) Course may be repeated twice with permission of instructor and department chairman. Normally a maximum of six units may be used for major department credit. If substituted for 480 or 495, ten units may be used for major department credit. Units in excess may be used for upper division elective credit.

BIOLOGY DEPARTMENT

The Department of Biology emphasizes throughout its entire curriculum the relationship that exists between organisms and the environment. As an integral part of this program, classes include extensive field and laboratory investigations allowing for the observation and measurement of biological systems. The student is encouraged to select the courses best suited to his interests. Possible areas of study in addition to the concentration in Environmental Studies (see page 79) include pre-professional biology (e.g. pre-medical, pre-dental) and preparation for teaching.

REQUIREMENTS FOR THE MAJOR

The Bachelor of Science degree in Biology requires eleven courses in biology, including the following (or equivalent):

- A. Biology 201, 202, and 203
- B. Three 300-level concept courses (302–306)
- C. Four additional upper division courses, of which at least two must be from the 400 (or 500) series (not to include Biology 490)
- D. Biology 490. Senior Seminar

Cognate areas: Professional biology is a quantitative science which requires a broad background in related fields. In addition to the School of Natural Sciences and Mathematics requirement of a course in computer science and a course in statistics, the student must select a minimum of five courses in related fields, subject to the approval of the major advisor.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Biology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Life Science has been approved for a CSB graduate with an *approved* major in Biology.

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to his readiness. In cases of doubt, consultation with the instructor is encouraged.

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division Courses

Biology 100. Perspectives in Biology

Modern biology in historical perspective; relevance of current biological concepts to society; selected field and laboratory investigation to illustrate scientific inquiry. Two lectures, two discussions, and one three-hour laboratory.

NOTE: Students are encouraged to take a 100-level science course prior to entering the 200 series if they lack a firm background in high school or college science courses.

Biology 201. Principles of Organismic Biology

Study of individual organisms: characteristics, organization, and diversity of plants and animals. Emphasis on energy requirements, regulatory processes, and reproduction. Two lectures, one discussion, and two three-hour laboratories.

Biology 202. Principles of Cellular Biology

Investigation of cellular structures and functions in plants and animals. Topics include cell chemistry, enzymes, membranes' excitability, molecular and Mendelian genetics, and cell differentiation. Two lectures, one discussion, and two three-hour laboratories.

Biology 203. Principles of Ecology

Basic relationships of populations of plants and animals to each other and to their physical environment. Emphasis on limiting factors, population dynamics, and evolutionary processes, including food chains, energy flow, and bio-geochemical cycles. Two lectures, one discussion and two three-hour laboratories.

Biology 250. Human Anatomy

A systematic study of the major structures of the human body. Lectures and laboratories are designed to integrate the histology and gross anatomy of the skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, reproductive and endocrine systems. Two lectures, one discussion and two three-hour laboratories.

Upper Division Courses

A student taking *upper division courses* will have the option of taking a course for five units using the instructor-designated behavioral objectives (i.e. 302.001) or to select within a course topic an area of interest and develop his own behavioral objectives (i.e. 302.002). The instructor must approve these objectives and assign an appropriate number of units (up to five) prior to registration in the course. It would be possible to take both 302.001 and 302.002 for a total of ten units, but only five units will count toward the major requirements.

Each upper division course meets for one lecture, one discussion, and three three-hour laboratories, unless otherwise designated.

Biology 302. Concepts of Cell Physiology

A molecular approach to cell physiology covering bioenergetics, regulation of cell activity and cell specialization. Laboratory investigation and presentation. Recommended: Biol 202, Chem 203.

Biology 303. Concepts of Developmental Biology

Development and growth of plants and animals at the cellular and organismic level. Embryogenesis of organisms from fertilization to the establishment of organ systems. Laboratory investigations and presentation. Recommended: Biol 201, 202.

Biology 304. Concepts of Genetics

Physical and chemical bases of inheritance in organisms at the cellular and population levels. Field and laboratory investigation and presentation. Recommended: Biol 201, 202.

Biology 305. Concepts of Evolution

Evolutionary trends in the plant and animal kingdoms, including the role of population genetics in producing diversity and the effects of changing environments in directing natural selection. Lecture and discussion. Recommended: Biol 201 or 202 or Earth Sci 305.

Biology 306. Concepts of Ecology

Development, structure, and dynamics of aquatic and terrestrial ecosystems. Field and laboratory investigation and presentation. Weekend field trips. Recommended: Biol 201, 203.

Biology 311. Microbiology

Physiochemical organization and function of microorganisms including bacteria, viruses, and fungi; concepts of environmental applied and pathogenic microbiology are considered. Recommended: Biol 202, and Chem 150 or 202.

Biology 321. Structure and Diversity of Plants

The interdependence of structure and function in the plant kingdom; natural histories and diversity gradients; collection and identification of local plants. Field and laboratory investigation and presentation. Recommended: Biol. 201.

Biology 322. Structure and Diversity of Animals

Comparative and functional anatomy of animals, with emphasis on the relationship between structure and environmental conditions. Evolutionary relationships of major phyla and identification of local species. Field and laboratory investigation and presentation. Recommended: Biol 201.

Biology 351. Structure of Vertebrates

Comparative anatomy of vertebrates at the organismic level. Includes functional consideration of structures as related to support, movement, metabolic balance, reproduction and responses to the environment. Field and laboratory investigation and presentation. Recommended: Biol 201.

Biology 352. Human Physiology

Physiology of humans at the organismic level. Analyses of mechanics, control and integration of body systems in response to a dynamic environment. Laboratory investigation and presentation. Three lectures and two three-hour laboratories. Prerequisite: Biol 201 or 202.

Biology 362. Plant Physiology

Physiological mechanisms in vascular plants including concepts of classical plant physiology, the relationship between physiological function, morphological form, and the environment. Field and laboratory investigation and presentation. Recommended: Biol 202.

Biology 370 (formerly Biology 377.002). Nutrition (3)

The study of the basic principles of nutrition and the role of nutrition in growth, development, and disease. Current topics, such as food fads and fallacies, food additives, and ethnic, regional, and religious influences on food habits, also included. Lecture and discussion. Prerequisite: Biol 202 or Chem 203.

Biology 377. Special Topics in Biology (1–5 units)

Studies of topics of current interest in biology. May be repeated for different topics. Not restricted to Biology majors.

Upper Division Elective Courses**Biology 401. Quantitative Biology**

Collection, manipulation, interpretation, and presentation of numerical data from biological investigations. Includes parameters of theoretical distributions, estimates derived from samples, hypothesis testing and probabilities, and statistical significance. Recommended: Math 140. One 200-level biology course.

Biology 402. Biogeography

Distribution of ecosystems in space and time; the role of geography and geology in determining biotic distributions; development of illustrative models. Recommended: Biol 203, Earth Sci 305, or consent of instructor.

Biology 403. Analysis of Renewable Resources

Measurement and analysis of resources and determination of the effect of degradative processes upon their use. Includes preparation and evaluation of environmental impact statements. Field and laboratory investigation and presentation. Recommended: Biol 201 and Biol 203 or 306.

Biology 406. Biology of Insects

Comprehensive study of insects, including morphology, physiology, identification, ecology, and their relationships to human welfare; field and laboratory investigation emphasizing significance of local forms in relation to the environment. Recommended: Biol 201, 203.

Biology 420. Ecological Analysis

Investigations into the physiochemical factors of the environment which affect organisms. Measurement, description and analysis of the physiochemical variables which may act as limiting factors on organisms. Primary emphasis is on the microclimates found in semi-arid conditions representative of the southern San Joaquin Valley. Field and laboratory investigation and presentation. Recommended: Biol 306.

Biology 422. Physiological Ecology of Vertebrates

Investigations into the physiological responses of vertebrates to a variety of environments. Measurement, description, and analysis of the complex integration between vertebrates and their physical environment. The primary emphasis is on thermoregulation and water relationships of terrestrial vertebrates. Field and laboratory investigation and presentation. Recommended: Biol 201, 203, 352.

Biology 424. Pest Management

Principles and concepts of management of pest populations, especially pestiferous insects, other arthropods and noxious plants; focus on integrated systems of natural and artificial control, including biological, chemical and related methods of control. Field and laboratory investigation and presentation emphasizing analysis of pests attacking agricultural crops. Recommended: Biol 306, 321, 322.

Biology 477. Special Topics in Biological Science

Analysis of contemporary or interdisciplinary problems of current interest. Typical topical areas might include pollution, population or integrative biologic phenomena. May be repeated for different topics. Not restricted to Biology majors.

Biology 480. Research Participation

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include development of curriculum and materials. Open to Biology majors or minors.

Biology 490. Senior Seminar

Integration of principles and concepts of biology through presentation of papers and discussion by faculty and students. Five discussions. Biology major or minor. Open to seniors only.

Biology 495. Environmental Research

The individual student formulates a problem related to the environment; designs and conducts investigations; compiles and analyzes data; and presents findings in written and oral form. Biology major or minor. Prerequisite: Biology 480.

Biology 496. See p. 240.

Graduate Courses**Biology 577. Advanced Topics in Biological Science (1-5)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Biology.

Biology 580. Advanced Research Participation (1-5)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May be repeated. Prerequisite: Consent of instructor.

CHEMISTRY DEPARTMENT

Modern chemistry occupies a central position among the sciences. The goal of chemical science is to discover the fundamental regularities by which matter in its multitude of aggregations interacts with energy in its many forms. Mathematical models and physical principles are utilized in the interpretation of chemical concepts. The organization of chemical knowledge leads to an understanding of natural phenomena in the real world of earth and life sciences.

The Department of Chemistry of California State College, Bakersfield is developing a unique, nontraditional, inquiry-oriented curriculum. Chemistry courses are organized around basic principles and modern concepts of structural chemistry, chemical dynamics and chemical systems. In accordance with the orientation of the School of Natural Sciences and Mathematics toward environmental interpretations, the chemistry curriculum places initial emphasis in studies of organic and biochemical systems.

The departmental academic program is broad-based and multi-tracked. It is designed to provide essential preparations for students to pursue professional careers and/or advanced studies in any of the important areas of chemical science, such as agricultural chemistry, biological chemistry, clinical chemistry, environmental chemistry, industrial chemistry, petroleum chemistry, synthetic chemistry, systems chemistry, and theoretical chemistry. The Department offers appropriate course work for chemistry majors to meet the requirements of medical and other professional schools in the health sciences, including dentistry, pharmacy, and veterinary medicine. It also cooperates with other departments and the School of Education in developing a balanced and equitable program of academic and professional preparation for chemistry majors who seek teaching credentials.

Certificate of the American Chemical Society

The Department of Chemistry was added to the approved list of the American Chemical Society in September, 1974. Certain programs leading to a chemistry major are designed to meet the standards prescribed for the certificate of the American Chemical Society by its Committee on Professional Training. These programs qualify graduates for positions as chemists and provide training required by most universities for admission to graduate work in chemistry. Further information may be obtained from the Chemistry Department.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY

The Bachelor of Science degree in Chemistry requires twelve courses in chemistry, including the following (or equivalent):

- A. Chemistry 201, 202, 203, and 210
- B. Three 300-level courses in chemistry
- C. Chemistry 480. Research Participation
Chemistry 490. Senior Seminar
- D. Three additional upper division courses in chemistry

Cognate areas:

Math 140 and 210, and prerequisites for individual courses

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Chemistry has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for both Physical Science and Life Science has been approved for a CSB graduate with an *approved* major in Chemistry.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY WITH BIOCHEMISTRY OPTION

- A. Twelve courses in chemistry, including the following: Chemistry 201, 202, 203, 210, 302, 303, 311, 312, 313, 412, 480, 490
- B. Six courses in biology, including the following: Biology 201, 202, 302, 304, 311, 352

C. Cognate areas:

Mathematics 201, 202, 203

Physics 201, 202, 203

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division Courses**Chemistry 100. Perspectives in Chemistry**

Modern chemistry in historical perspective; relevance of current chemical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. Two lectures, two discussions, and one three-hour laboratory.

Chemistry 150. Introduction to Chemical Principles

Atomic structure and chemical periodicity; elements of chemical bonding; stoichiometric relationships of chemical elements and compounds; acidity and basicity; chemical equilibrium. Laboratory investigation and presentation. Two lectures, one discussion, and two three-hour laboratories.

Chemistry 201. Basic Physical Principles of Chemistry

Introduction to atomic and molecular theories; kinetic theory of gases; physical principles of chemical equilibria; elements of chemical energetics; laboratory investigation of qualitative and quantitative relationships among chemical compounds. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: High school chemistry or Chem 150; prerequisite or corequisite: Math 105 or two years of high school algebra. Recommended for students who intend to major in physical, life, or medical sciences.

Chemistry 202. Basic Principles of Chemical Bonds

Introduction to bonding theory; basic principles of microscopic properties within molecules, especially the breaking and making of chemical bonds; laboratory investigation of rates and mechanisms of simple reactions. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chem 201 or consent of instructor.

Chemistry 203. Basic Principles of Organic Chemistry

A course in general chemistry with emphasis on molecular structure and reactivity of organic compounds, with special applications to health and life sciences. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chem 150 or 202.

Chemistry 210. Basic Principles of Chemical Instrumentation (2)

Introduction to modern chemical instrumentation; theory and practice of chromatographic and spectroscopic methods of chemical analysis; operation of gas chromatograph, ultraviolet, infrared, and nuclear magnetic resonance spectrophotometers. One lecture and one three-hour laboratory. Prerequisite: Any two lower division courses in chemistry.

Chemistry 277. Contemporary Topics in Chemical Science

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses

All upper division courses meet for one lecture, one discussion and three three-hour laboratories, unless otherwise designated.

Chemistry 301. Concepts of Structural Chemistry

Modern concepts of atomic and molecular structure; basic principles of quantum chemistry and molecular spectroscopy. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203, and Math 201; prerequisite or corequisite: Physics 201.

Chemistry 302. Concepts of Chemical Energetics

Spontaneous and nonspontaneous reactions; standard states and energy changes; thermodynamic functions and laws; chemical potential and equilibrium. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203, and Math 201; prerequisite or corequisite: Physics 202.

Chemistry 303. Concepts of Chemical Dynamics

Elementary reaction processes in gaseous and liquid systems; collision and transition state theories; reaction mechanisms and rate laws; catalytic and surface reactions. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203; prerequisite or corequisite: Math 202, Physics 202.

Chemistry 306. Clinical Chemistry I

Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism; methodology evaluation and comparison, quality control. Laboratory investigation and presentation. One lecture, two discussions, and two three-hour laboratories. Prerequisite or corequisite: Chem 313.

Chemistry 311. Concepts of Molecular Architecture

Structural stereochemistry of organic and inorganic molecules; constitutional, configurational and conformational isomerism; spectroscopic analysis and chromatographic separation. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203.

Chemistry 312. Concepts of Chemical Reactivity

Fundamental classification of chemical reactions: reactive intermediates and transition states; basic mechanisms and structural effects. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203.

Chemistry 313. Concepts of Biochemistry

Biochemical equilibria and thermodynamics; biologically important chemical compounds; metabolism of carbohydrates, fats, and proteins. Laboratory investigation and presentation. Prerequisite: Chem 203.

Chemistry 321. Concepts of Environmental Chemistry

Chemical processes occurring in air, soil, and water, and the effects of foreign substances on these processes. Laboratory investigation includes chemical analyses of authentic environmental samples. Prerequisite: Chem 202.

Upper Division Elective Courses**Chemistry 401. Macromolecular Chemistry**

Structure and properties of natural and synthetic macromolecules; polymer synthesis and modification. Laboratory investigation and presentation. Prerequisite: Chem 311.

Chemistry 402. Synthetic Chemistry

Mechanisms and applications of modern synthetic reactions, especially for compounds of organic and biochemical interests. Laboratory investigation and presentation. Prerequisite: Chem 312.

Chemistry 404. Introduction to Quantum Mechanics

Schrodinger Formulation and solution of quantum mechanical problems, including harmonic oscillator, particle in a box, hydrogen atom, etc.; applications to atoms and molecules. Prerequisites: Chem 301 or Phys 302 or Phys 311; Math 204 or Math 302.

Chemistry 412. Biological Chemistry

Physical, chemical, and physicochemical principles underlying interactions of biological systems on the cellular, subcellular, and molecular levels; membrane transport models; enzyme mechanisms; protein biosynthesis. Field and laboratory investigation and presentation. Prerequisite: Chem 313 or Biology 311.

Chemistry 423. Inorganic Chemistry

Characterization of chemical elements and descriptive chemistry of their compounds; advances in structural chemistry including general valence theory and ligand field theory. Laboratory investigation and presentation. Prerequisite: Chem 301.

Chemistry 477. Special Topics in Chemical Science

Topics and prerequisites to be announced. May be repeated for different topics

Current and proposed offerings include:

Agricultural Chemistry (chemistry of fungicides, insecticides, rodenticides, fertilizers, growth regulators, and soil conditioners)

Petroleum Chemistry (molecular structure, physical properties, analysis and separation, catalytic, pyrolytic, and synthetic reactions of petroleum hydrocarbons and derivatives)

Environmental Chemistry (chemical basis of environmental problems and possible solutions)

Systems Chemistry (systematic examination of the role of chemical science in current and future socio-economical and technological developments)

Chemistry 496. See p. 240.

Required Senior Courses**Chemistry 480. Research Participation**

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Chemistry 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Five discussions. Prerequisite: Major or minor in Chemistry.

Graduate Courses**Chemistry 577. Advanced Topics in Chemistry (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Chemistry.

Chemistry 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

HEALTH SCIENCES DEPARTMENT

The Bachelor of Science degree in Health Sciences is designed to provide baccalaureate-level training and education in several of the allied health professions. There is a strong clinical element together with a scientific background, all within the liberal arts and sciences focus of the college.

California State College, Bakersfield has an approved integrated program in Medical Technology. A student can, at the end of four years, acquire both the degree and the clinical training necessary to seek licensure for the State of California, Department of Health and certification with the Board of Registry of Medical Technologists. Upon successful completion of the four-year program the student is eligible to receive the baccalaureate degree, apply for entrance to the California Clinical Laboratory Technologist licensing examination, and to write the national certifying examination of the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists.

The Health Services Administration option trains students to serve in various administrative capacities in hospitals, convalescent homes, health planning agencies, health departments, health care foundations, and various governmental programs.

Students interested in health data analysis may wish to arrange their course selection so as to provide such an emphasis within the Health Services Administration option, or they may seek approval of a Special Major (See p. 54).

Transportation

Students are required to provide their own transportation to and from clinical areas.

Malpractice Insurance

Malpractice insurance prior to enrollment in Medical Technology 151, 152, and all clinical upper division Medical Technology courses is required. Information may be obtained by contacting the Program Director.

Uniforms

Uniforms or laboratory coats are required for entrance to Medical Technology 151, 152, and 400 level Medical Technology courses.

Academic Regulations

A grade of "C" is the minimal grade acceptable in any Medical Technology cognate or major course. If an unsatisfactory grade is received in any of the clinical courses it will be necessary for the student to petition the Review Committee which will include the Medical Director, Program Director, Education Coordinator, and Department Chair in order to obtain permission to repeat the class. Such a grade will still count in computing the overall grade point average. Clinical courses may be repeated only once.

REQUIREMENTS FOR THE MAJOR IN HEALTH SCIENCES

Medical Technology Option:

Sixteen courses in Medical Technology as follows:

- A. MT 151, 152
- B. MT 251, 252

Note: The above courses may be taken concurrently by those transfer students unable to complete them prior to the junior year.

- C. Pre-Clinical year: MT 302, 306, 413

- D. Clinical year: MT 401, 402, 404, 406, 408, 410, 308, 450 and 490

Five quarter units in Health Sciences

Cognate areas:

1. Five courses in Chemistry, including 313 and excluding 100, 150, and 306. (Recommended: 201, 202, 203, 313, and one selected from 311, 312, and 412)
2. Five courses in Biology, including 311, and excluding 100 and 250. (Recommended: 201, 202, 311, 352, and either 351 or 304)
3. Physics 211
4. Two courses in Mathematics: 109 or 110, and 140

Health Services Administration Option:

Eleven courses, including the following or equivalent:

- A. Health Services Administration 201
- B. Ten quarter units from Health Sciences 410, IN ST 420, or Sociology 367
- C. BPA 322
- D. Two courses from BPA electives, consistent with student's needs and approved by advisor and department chair
- E. Three courses from HSA 402, 404, 406, 408, 410*
- F. HSA 480 and 490

Cognate areas:

1. Mathematics, Statistics, and Computer Science:*
Mathematics 120, 140, and 210
2. Any one of the following sequences:
 - a. Accounting—BPA 201, 202, and one additional accounting course
 - b. Mathematics—Math 310, 339, and Biology 401
 - c. Sociology—Soc. 367 (no duplication in B above), 441, and 442, and two additional courses which meet student's needs and are approved by advisor and department chair

Health Services Administration 496 is recommended.

Health Sciences 289 and 489 may be substituted for certain requirements—see department chair.

NOTE: An option in Health Care Management within the M.S. in Administration is offered by the School of Business and Public Administration. See p. 141.

COURSES

Note: Each course not otherwise designated carries five quarter units of credit.

Lower Division Core Courses**Health Sciences 100. Perspectives in the Allied Health Sciences**

Examination of the health professions from historical and current viewpoints. Analysis of the influences of medical science and technology, social, political, economic, and religious forces on the development of paramedical practice and education. Two lectures, two discussions, and three hours' field experience.

Upper Division Core Courses**Health Sciences 311. Microbiology**

Physiochemical organization and function of microorganisms, including bacteria, viruses, and fungi; concepts of environmental applied and pathogenic microbiology are considered. Recommended: Biol 202, and Chem 150 or 202.

Health Sciences 320. Current Health Problems (2)

A study of selected factors pertaining to current public health problems, with emphasis on the physiological and sociological effects of the use of tobacco and the abuse of alcohol, narcotics, and drugs.

* Substitutions must be approved by the Department of Health Sciences.

Health Sciences 330. Environmental Sanitation

This course emphasizes principles which form the basis of environmental health and engineering practice. It comprises the fields of water supply and treatment of municipal and industrial wastes. The principles which underlie other aspects of environmental control are studied, including the interrelationships between environmental health engineering practice and other related environmental control fields such as milk sanitation, insect and rodent control, housing, and air pollution control.

Health Sciences 410. Epidemiology

Principles of the treatment of epidemic diseases are presented with illustrations of their application, particularly in the field of human infectious diseases. Emphasis placed on the relationships and equilibria of host, agent, and environmental factors, with illustrative problems. Prerequisite: Math 140 or equivalent.

IN ST 420. Demography

Characteristics of population totals, densities, and distributions. Age, sex, and racial structures. Cause and effect relationships of changes over space and time. Population problems: health, age and sex ratios; socio-economic and ethnic; over- and under-population. Demography of emerging, developed, and overdeveloped countries. Population impacts on the environment and environmental impacts of population. Development of mathematical models. Prerequisite: Behavioral Science 300 or Math 140 or equivalent.

MEDICAL TECHNOLOGY**Lower Division Courses****Med T 151. Clinical Laboratory I (1)**

Demonstration, discussion, and practice in venipuncture technique, including precautions, safety, patient identification and isolation technique. Offered on a credit, no-credit basis. One three-hour laboratory.

Med T 152. Clinical Laboratory II (1)

Advanced venipuncture technique, including the difficult venipuncture, special techniques with children and infants. Offered on a credit, no-credit basis. One three-hour laboratory. Prerequisite: Med T 151.

Med T 251. Clinical Laboratory III (1)

(Urinalysis I) Physiology of urine formation. Relationship of abnormalities to renal and other disease. Physical characteristics, chemical tests, and microscopic examination utilized in laboratory. One three-hour laboratory.

Med T 252. Clinical Laboratory IV (2)

Basic immunology. Detection and characterization of antigens and antibodies. Serological reactions. One lecture and one three-hour laboratory.

Med T 301. Hematology I

Study of formed elements of human blood: their formation, maturation, function, laboratory procedures used in enumeration and identification, and blood dyscrasias. Study of the hemostatic mechanism and alteration in disease states; analysis of coagulation factors. Laboratory investigation and presentation. Prerequisites: Biol 202, Chem 203.

Pre-Clinical Year**Med T 302. Introduction to Immunohematology**

Theory and technique of detecting red cell antigens and antibodies. Genetics of red cell antigens. Prenatal and compatibility testing. Hemolytic disease of the newborn. Rh immune globulin. Cause and investigation of transfusion reactions. Three lectures and discussions, two three-hour laboratories. Prerequisite: Med T 252.

Med T 306. Clinical Chemistry I

Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism. Methodology evaluation and comparison. Quality control. Three lectures and discussions, two three-hour laboratories. Prerequisite or concurrent: Chemistry 313.

Med T 413. Medical Microbiology

Studies of pathogenic plants and animals in relation to man and his environment; investigation and presentation in such areas as diagnostic biochemistry, bacteriology, parasitology, immunology, epidemiology, virology, and mycology. Field and laboratory investigation and presentation. Two lectures and discussions and three three-hour laboratories.

Clinical Year**Prerequisite to all subsequent courses:**

Completion of a minimum of 135 quarter units, including all cognate and major courses, prior to the clinical year. Students must have completed these requirements to apply for and secure approval by the State of California Department of Health as a Clinical Laboratory Technologist Trainee.

Med T 401. Clinical Microbiology I

Normal flora and human pathogens. Structure and function of microorganisms. Control and therapeutic agents. The inflammatory process and the immune response. three lectures and discussions, two three-hour laboratories. Prerequisite: Biology 311.

Med T 402. Hematology II

Applied hematology procedures, with emphasis on understanding of theory and application. Performance of hematology procedures, including familiarity with automated instruments and special techniques. One lecture-discussion, four three-hour laboratories.

Med T 404.001. Immunohematology (3)

Applied immunohematology; quality control; solving compatibility problems; donor selection and phlebotomy; component therapy. Three three-hour laboratories.

Med T 404.002. Clinical Parasitology (2)

Medical parasitology, including life cycles. Emphasis on identification of parasites in clinical specimens. Two three-hour laboratories.

Med T 406. Clinical Microbiology II

Experience with isolation and identification of microorganisms in clinical specimens. To include bacteriology, mycology, and virology. One lecture or discussion, four three-hour laboratories.

Med T 408. Nuclear Medicine, Advanced Instrumentation, Special Chemistry

Radioisotopes and radioimmune assay used in the clinical laboratory. Study of component parts, maintenance, and operation of laboratory instruments. Special chemistry procedures. Two lectures and discussions, three three-hour laboratories.

Med T 410. Clinical Laboratory Procedures and Instrumentation

Physics and mathematics concepts applied to the clinical laboratory, including those associated with pH, concentration of solutions, chemical reactions, buffers, quality control, and spectrophotometric procedure calculations. Electrical, mechanical, and optical principles of clinical laboratory instruments. One lecture or discussion, four three-hour laboratories.

Med T 450.001. Clinical Chemistry II (8)

Applied clinical chemistry. Multiphasic screening. To include blood gases, electrolytes, acid-base balance, liver function tests, special procedures. Two lectures and six three-hour laboratories.

Med T 450.002. Urinalysis II (1)

Experience with performance of procedures and recognition of formed elements of urine to extend understanding of theory of urinalysis and renal function. One three-hour laboratory.

Med T 450.003. Serology II (1)

Serological test reactions. Relationship to stages of disease. To include syphilis serology, infectious mononucleosis, antistreptolysin titer, and febrile agglutination. Principles and methods. One three-hour laboratory.

Med T 477. Special Topics in Medical Technology

Topics and prerequisites to be announced.

Med T 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Prerequisite: Major in Medical Technology.

HEALTH SERVICES ADMINISTRATION**Lower Division Course****Health Services Administration 201. Basic Principles of Health Administration**

Basic concepts of the relationships between health administration and health care delivery systems.

Upper Division Courses**Health Services Administration 402. Public Health Administration**

A study of the means by which publicly supported health agencies are administered. Functions, methods, and administration in the management of worldwide health institutions, federal health programs, state programs, and public programs at the local level. Prerequisite: HSA 201.

Health Services Administration 404. Health Institutions Administration

A treatment of the means by which health care institutions are operated, including the roles of the various departments. Prerequisite: HSA 201.

Health Services Administration 406. Administration of Health Care Programs

Administration roles of health care personnel, involving the legal, ethical, and personal involvement of these various health professionals. Prerequisite: HSA 201.

Health Services Administration 408. Systems Management in Health Administration

A study of the means by which health-oriented institutions are managed, including assignment of goals, the organization of staff, the development of roles, and the management of other elements in administering health programs. Prerequisite: HSA 201.

Health Services Administration 410. Comprehensive Health Planning

An analysis of the functions of health manpower education programs, health care facilities, health care personnel, and various other health involved institutions. Prerequisite: HSA 201.

Health Service Administration 480. Research Participation

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit). Prerequisite: Consent of instructor.

Health Services Administration 490. Senior Seminar

Presentation of papers, and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Prerequisite: Major in Health Services Administration.

Health Services Administration 496. See p. 240.

MATHEMATICS DEPARTMENT

Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics at California State College, Bakersfield provides a collection of mathematics courses designed to challenge and stimulate all open-minded and thoughtful students regardless of individual backgrounds or major interest areas. This is done by combining flexibility, applicability, and historicity in the design of the mathematics curriculum. Furthermore, depth of understanding and appreciation are not sacrificed to quantity; the major emphasis is upon inquiry, creativity, methods, techniques, and thought process rather than bulk of material.

The classroom goal is to discover both the importance and beauty of mathematics by combining lectures with discussions, problem solving sessions, student presentations and any other workable approaches to learning. A student is encouraged to interpret and communicate mathematically with others, to follow self-direction and in-depth study, and to investigate interrelatedness of mathematical concepts. A teacher acts as a resource person, stresses the spirit and point of view of mathematics, and provides for feedback of the relative value of classroom activities.

Upon completion of any mathematics course, an individual student is better equipped to be a participant in a highly technological, scientifically complex environment. From a subjective point of view, he or she should have an improved grasp of the art and beauty of rational reasoning and discourse both as an observer and a participant. From an objective point of view, he or she should have acquired new skills which, alone or in combination with others, will enhance both an understanding of and performance in the scientific world.

With the completion of a mathematics major, a student will, depending upon the choice of upper division courses, either be prepared to pursue a career in the mathematical sciences or to embark upon a course of graduate study leading to an advanced degree. Specific concentrations that may be selected are: applied mathematics, computer mathematics, theoretical mathematics, and the teaching of mathematics. The applied and computer emphasis includes courses in differential equations, numerical analysis, machine language, and systems programming. The theoretical studies for graduate school preparation include advanced algebra, real and complex analysis. For the option of a teaching career, the student will be well prepared by courses including geometry, algebra, probability and statistics; by contacts with the teaching faculty; and by experience gained through student presentations in discussion and laboratory periods.

REQUIREMENTS FOR THE MAJOR

The Bachelor of Science degree in Mathematics requires at least twelve courses in Mathematics, including the following (or equivalent):

- A. Mathematics 201, 202, 203, 204, and 210
- B. Mathematics 300, and either 339 or 340
- C. One additional 300-level course
- D. Mathematics 490. Senior Seminar
- E. Three additional upper division courses, not to include 477

Cognate areas:

Competency, including one upper division course, approved by the department, in a related discipline

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Mathematics has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Mathematics has been approved for a CSB graduate in Mathematics.

COURSES

NOTE: Each course carries five quarter units of credit and meets for two lectures, two discussions, and one three-hour laboratory unless otherwise designated. The mathematics placement test or, in some cases, an appropriate prerequisite course is required for registration in any lower division mathematics course or in Mathematics 320.

Lower Division**Mathematics 100. Perspectives in Mathematics**

Introduction to the mathematical mode of reasoning and approaching problems; specific content varies according to the interests of the instructor and students. Prerequisite: High school algebra and geometry or permission of instructor.

Mathematics 102. Mathematical Inference and Scientific Method

Problem solving on the computer (use of Telera terminals); insights into statistical thinking, logical thinking, mathematical inference. Prerequisite: One of the following: one year of high school algebra; level B placement test score; Math 104. (Satisfies one half of the Basic Subjects requirement in General Education.)

Mathematics 104. Elementary Algebra

Operations with fractions and signed numbers; ratio and percentage; prime factorization; polynomials; proportion; linear equations; word problems. Except with permission of the department chair this course is not open for credit to students who have successfully completed one year of high school algebra or its equivalent.

Mathematics 105. Intermediate Algebra

Systems of linear equations; inequalities; quadratic equations; complex numbers; laws of exponents; applied problems. Prerequisite: One of the following: one year of high school algebra or its equivalent; level B placement test score; Math 104. Except with permission of the department chair this course is not open for students who have successfully completed two years of high school algebra or its equivalent.

Mathematics 106. Elementary Functions

Polynomial and rational functions; exponential, logarithmic, and trigonometric functions, with emphasis on their relationships and graphs. Prerequisite: One of the following: two years of high school algebra and one year of high school geometry; satisfactory placement test score; Math 105.

Mathematics 109. Introduction to Computer Programming (2)

Techniques of solution of problems on computers using the Simcal and Basic languages. One lecture and one two-hour laboratory. Prerequisite: One of the following: one year of high school algebra; level B placement test score; Math 104.

Mathematics 110. Fortran Programming (2)

Techniques and applications of Fortran programming. One lecture and one two-hour laboratory. May not be used for credit toward General Education requirements. Prerequisite: One of the following: Math 109; level C placement test score; Math 105. Credit cannot be earned for both 110 and 210.

Mathematics 120. Applied College Mathematics

Modern mathematical concepts, techniques, and applications. Functions, matrix algebra, basic concepts of differential calculus and introduction to integral calculus. Two lectures, two discussions, and one three-hour laboratory. Prerequisite: One of the following: two years of high school algebra; level C placement test score; Math 105.

Mathematics 140. Elementary Statistics

Description of sample data; elementary probability; mean and standard deviation; binomial, normal and Student's "t" distributions; basic concepts of sampling and estimation; tests of hypotheses, linear correlation and regression; applications to business and natural and behavioral sciences. Prerequisite: One of the following: two years of high school

algebra; level C placement test score; Math 105.

Mathematics 201. Calculus I

Introduction to differential and integral calculus of elementary functions with associated analytic geometry. Prerequisite: Math 106 or the equivalent and level E placement test score.

Mathematics 202. Calculus II

Techniques and applications of one-variable calculus with associated theoretical foundations. Elementary ordinary differential equations. Prerequisite: Math 201.

Mathematics 203. Calculus III

Topics in differential and integral calculus including infinite series and power series; linear algebra; systems of linear equations, vector spaces, matrices, determinants. Prerequisite: Math 202.

Mathematics 204. Calculus IV

Topics in differential and integral calculus; introduction to multivariable calculus including techniques and applications with associated theoretical concepts. Prerequisite: Math 203.

Mathematics 210. Introduction to Computer Science

Basic principles of computer programming; data representation; brief history of computing; main components of the computer and their function; the components of the operating system; extensive treatment of the standard Fortran Language. Prerequisite: One of the following: two years of high school algebra and/or geometry; level C placement test score; Math 105. Credit cannot be earned for both Math 110 and 210.

Mathematics 211. Cobol Programming (2)

Techniques and applications of Cobol programming. One lecture and one two-hour laboratory. May not be used for credit towards General Education requirements. Prerequisite: Math 110 or 210.

Mathematics 277. Contemporary Topics in Mathematics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

Upper Division

Mathematics 300. Methods of Problem Solving in Mathematics

An investigation of methods of reasoning in mathematics: logic; naive set theory; mathematical induction; use of axioms to explore abstract systems. This course heavily relies on student participation in the solution of problems. It is recommended that students have at least a course in calculus prior to enrolling in Mathematics 300.

Mathematics 302. Ordinary Differential Equations

Existence and nature of solutions of ordinary differential equations; solution methods; systems; applications. Prerequisite: Math 203.

Mathematics 303. Introduction to Analysis

Development of a rigorous foundation for topology and abstract analysis; open and closed sets; sequences and series; countability; continuity. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 305. Numerical Analysis

Numerical solution of non-linear equations; linear systems of equations; estimation of characteristics roots; quadrature; curve fitting; interpolation; numerical solution of ordinary differential equations; basic concepts of numerical error; error propagation. Prerequisites: Math 210 and 302.

Mathematics 310. Assembly Language

Computer architecture and machine language; symbolic coding and assembly systems; digital representation of data; program segmentation and linkage; computer systems organization; systems and utilities programs; addressing techniques; extensive treatment and use of an assembly language. Architecture of local computer. Prerequisite: Mathematics 210.

Mathematics 311. Advanced Programming and Data Structures

Generalized data management systems, data structures, symbol tables, searching techniques; sorting; laboratory problems in several languages; experience in microprogramming. Prerequisite: Math 210 or consent of instructor.

Mathematics 320. Mathematics for Elementary School Teachers I

Principles of arithmetic for elementary school teachers; logical thinking, sets and operations, basic concepts of the system of: whole numbers, integers, rational numbers, real numbers, problem solving. This course may not be used for Mathematics major or minor requirements. Prerequisite: One of the following: one year of high school algebra or equivalent; level B placement test score; Math 104.

Mathematics 321. Mathematics for Elementary School Teachers II

Topics selected from the following: Real numbers; nonmetric geometry; properties of points, lines, planes, curves, space, angles, polyhedra; relations in geometry—congruence, similarity, parallels and perpendiculars; concepts related to measure; basic concepts of analytic geometry; probability and statistics—collecting and presenting data, measures of central tendency and dispersion, computation of probabilities, sample spaces, distributions. This course may not be used for Mathematics major or minor requirements. Prerequisite: Math 320 or permission of instructor.

Mathematics 330. Linear Algebra

Systems of linear equations, matrices, vector spaces, dimensions, determinants, linear transformations, eigenvalues and eigenvectors. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 331. Algebraic Structures

Mappings, relations, binary operations; groups; rings; integral domains and fields. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 339. Intermediate Statistics

Concepts of testing hypotheses; analysis of variance, one way and two way; linear regression and correlation, non-parametric methods; Chi-square test, sign test, Mann-Whitney U test, rank order correlation coefficients. Applications to business and natural and behavioral sciences. Prerequisite: Math 140 or permission of the instructor.

Mathematics 340. Probability Theory

Axiomatic probability, random variables, density and distribution functions, common probability distributions, conditional probability, moment generating functions, convolutions of random variables, central limit theorem. Prerequisite: Math 204. Math 300 is strongly recommended.

Mathematics 341. Mathematical Statistics

Sampling distributions, sample means and variance, estimation of parameters, confidence intervals, tests of hypotheses, method of least squares (regression and correlation analysis), analysis of variance. Prerequisite: Math 340.

Mathematics 402. Applied Mathematics

Principles and basic styles of thought in solution of physical problems by mathematical methods; investigation in model design and use. Prerequisite: Math 302.

Mathematics 410. Systems Programming

Batch processing systems programming including loading and subroutine linkage; multiprogramming and multiprocessing systems; traffic control; interfacing problems; extensive computer solution of problems in topical areas. Prerequisite: Math 310.

Mathematics 411. Real Analysis

Riemann-Stieltjes integral; sequences and series of functions; theory of the derivative. Prerequisite: Math 303.

Mathematics 412. Complex Analysis

Complex variables; complex-valued functions; Cauchy's theorem and related topics; individual investigations. Prerequisite: Math 303.

Mathematics 420. Foundations of Geometry

Axiomatic approach to Euclidean geometry; distance, congruence, similarity, separation betweenness, inequalities, parallel postulate coordinate systems, constructions, area, length, and volume; introduction to non-Euclidean geometries. Prerequisite: Math 203.

Mathematics 430. Number Theory

Elementary theory of the natural numbers, including prime numbers and divisibility; congruences; number-theoretic functions and selected topics. Prerequisite: Math 203 or consent of the instructor.

Mathematics 460. Theory of Computability

Turing and other machines. Recursive function theory, computability and complexity classification; relative uncomputability. Godel's unsolvability results. Prerequisite: Math 331 or consent of instructor.

Mathematics 461. Systems Analysis

Design of a data base; information flow within an organization, design of data acquisition systems emphasizing source problems; case studies from the business area. Prerequisite: Math 310.

Mathematics 477. Special Topics in Mathematics

Topics and prerequisites to be announced. May be repeated for different topics.

Mathematics 480. Research Participation

Individual study, under supervision, in mathematical investigation. May be repeated. Prerequisite: Consent of instructor.

Mathematics 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Prerequisite: Major or minor in Mathematics; Math 300.

Mathematics 496. See p. 240.**Graduate Courses****Mathematics 577. Advanced Topics in Mathematics (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Mathematics.

Mathematics 580. Advanced Research Participation (3)

Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

NURSING DEPARTMENT

The Department of Nursing offers a program of study designed to help meet the increasing need for health services provided by professional nurses in hospitals, homes, schools, industry, and in public health and other community agencies.

The Nursing program is based on a theoretical framework of human development. The twelve upper division courses that constitute the professional major are accordingly designed and offered in sequential order.

The Nursing major focuses upon the health problems which occur during man's life span from conception to death and upon health and health care in this perspective. Methodological approaches to study are inquiry and the nursing process. The dynamics of the nursing process are exemplified in planned clinical laboratories where in knowledge, skills, and theoretical concepts are translated into professional nursing practice.

The Nursing program aims to prepare students for graduation who:

1. value the dignity and worth of man;
2. are capable of identifying the physical, social, and psychological factors involved in good health, maintenance and promotion and in preventive, curative, and rehabilitative health services;
3. use problem-solving skills, critical thinking, independent judgment, and continual evaluation as means to determine activities;
4. use their professional judgment and skills in the care of people and collaborate with other health professionals in the prevention of disease and the promotion of good health practices for individuals, families and communities;
5. create an environment in which the patient and his family can achieve their maximum level of adaptation;
6. understand and accept the role and function of the professional nurse in the system of health services of which they will be a part;
7. are interested in continued learning, and have the foundation for graduate study.

ADMISSION POLICIES

Applicants shall comply with the admission policies and procedures of the College. Admission to the Nursing major is contingent upon admission to the College. However, admission to the College does not constitute admission to the Nursing major.

The large numbers of applicants for admission to Nursing have necessitated establishment of a quota and priority listing for each class. Full details are available upon request from the Office of Admissions.

Applications for a given class must be received prior to November 30th of the year preceding expected entry to the Nursing major.

The Admissions and Review Committee of the Department of Nursing will notify the applicant of its decision, in writing, by March 15.

Applicants who receive notification of admission shall confirm by April 15, in writing to the Admissions and Review Committee, their intent regarding admission to ensure admission status.

ADMISSION WITH ADVANCED STANDING

Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an approved community college or hospital school of nursing whose curriculum included psychiatric nursing.

Registered nurse applicants for admission to advanced undergraduate standing should request their school of nursing to send two copies of the school of nursing record to the Office of Admissions as part of the admission procedure.

Such students are encouraged to challenge required courses by examination or seek credit

for previous work. (For details see catalog description of Credit by Examination procedure.)

Registered nurses may petition to receive credit by challenge examination for courses in the Nursing major (except N490 and N496). Interested students should contact the office of the department chair.

MEDICAL CORPSMEN

Veterans who have had experiences as medical corpsmen in the services and who wish to become registered nurses are encouraged to apply for admission. Credit may be given for previous experience, knowledge and skills on the basis of equivalency and proficiency examinations. (For details see catalog description of Credit by Examination procedure.)

MINORITY STUDENTS

The Department of Nursing encourages the enrollment of minority students to its program. Those students who may have academic and/or financial deficits are encouraged to contact the chairman of the Department of Nursing. Special arrangements can be made to offset these deficits.

MALPRACTICE INSURANCE

Malpractice insurance prior to enrollment in Nursing 311-312 or clinical courses may be obtained for a minimal fee from the California Student Nurses' Association on campus. Information may be obtained from student services.

UNIFORMS

Uniforms are required for entrance to Nursing 311-312 or clinical courses. Students are advised to contact the Chairman of the Department of Nursing for fitting appointments and ordering, no later than one quarter prior to enrollment in the Nursing courses.

TRANSPORTATION

Students are required to have a valid California Driver's License and to provide their own transportation to clinical and other field areas.

FINANCIAL AIDS

Nursing Student Loan and Scholarship Program. The loan program provides up to \$2,500 annually, based upon need, to full-time undergraduate students enrolled in Nursing curricula. Loans are repayable over a ten-year period which begins one year after completion of the program, or when a student otherwise ceases to pursue the full-time course of study. Loan is interest-free while the student is enrolled in the program, and under federal law certain cancellation procedures are available to students who received this program.

The scholarship program provides up to \$2,000 during the academic year, is based upon need, and is given to undergraduate students enrolled in the Nursing major. Interested students should contact the financial aids office.

Special Scholarships. Various organizations make money available to student nurses who are in need of financial assistance. These scholarships usually defray the expenses of books, uniforms, and fees.

ACADEMIC REGULATIONS

The grade of "C" is the minimal grade acceptable in any nursing course. Students cannot proceed into subsequent nursing courses until they have removed the unsatisfactory grade. An unsatisfactory grade may be removed by repeating the course, although such grade will still count in computing the overall grade point average. Clinical courses may be repeated only once. Required cognate courses for the Nursing major must be completed with a grade of "C" or better in each course.

REQUIREMENTS FOR THE MAJOR

The Bachelor of Science degree in Nursing requires twelve courses in Nursing, taken sequentially:

Nursing 311, 312

Nursing 313, 314
 Nursing 315, 316
 Nursing 401, 402
 Nursing 403, 404
 Nursing 490
 Nursing 410 or 496

Cognate Areas:

1. Biology 202,* 250,* 352,* 311, 370
2. Chemistry 150,* 203*
3. Mathematics 140, 210
4. Physics 150
5. Psychology 100,* 310
6. English 100,* 110*
7. Sociology
8. Pharmacology

* These cognate courses or equivalents are expected to be completed prior to entrance into the major.

COURSES

Note: Each course carries five quarter units of credit unless otherwise designated.

Nursing 311. Concepts and Principles Basic to Professional Nursing and the Health Needs of People

Systems theory is used in the analysis and integration of knowledge about man and his development, the family, the community, health, illness, life, and death. These concepts provide a focus for examination of the health care desired by the client and the nature of health care being provided; exploration of the philosophies and models of nursing which lead to delineation of adaptation as the major goal of nursing; study of a systematic method for achieving this goal through the nursing process. Emphasis is given to the communication process as an important tool for data collection, nursing treatment, and health team relationships. Two lectures, two discussions, one three-hour laboratory. Prerequisite: Nursing major; corequisite: Nursing 312. (Offered fall quarter only.)

Nursing 312. Principles and Skills in the Practice of Nursing

Basic principles and concepts of nursing care are studied and clinical applications made to the patient situation. Students are given the opportunity to practice nursing skills in a simulated laboratory setting before using them in the clinical setting. Introduction to community health settings is included. Emphasis is also placed on use of communication skills in preparation for the nursing process. Fifteen hours' clinical practice. Prerequisite: Nursing major; corequisite: Nursing 311. (Offered fall quarter only.)

Nursing 313. Health Problems: Conception Through Infancy

Consideration of principles and concepts in health assessment, promotion, and maintenance (including health teaching) of pregnant families and infants to eighteen months. Health problems of this period are studied, with emphasis on therapeutic and rehabilitative aspects of nursing care. Three lectures, two discussions. Prerequisites: Nursing 311, 312; corequisite: Nursing 314; prerequisite or corequisite: Psychology 310. Non-majors must receive permission of instructor. (Offered winter quarter only.)

Nursing 314. Health Care of Children from Conception Through Infancy

Clinical experience in the application of nursing care principles and concepts in the care of pregnant families, newborn infants, and infants through eighteen months, in hospitals, clinics, and at home. Emphasis on adequate assessment as the basis for nursing process. Fifteen hours' clinical practice. Prerequisites: Nursing 311, 312; corequisite: Nursing 313; prerequisite or corequisite: Psychology 310. (Offered winter quarter only.)

Nursing 315. Health Problems of Children and Adolescents

Major health problems of children from toddler age through adolescence. Topics include health assessment, promotion of health, prevention of illness, therapeutic and rehabilitative health care. Three lectures, one discussion, one three-hour laboratory. Prerequisites: Nursing majors; Nursing 313, 314, Psych 310; corequisite: Nursing 316. Non-majors must receive permission of instructor. (Offered spring quarter only.)

Nursing 316. Health Care of Children and Adolescents

Study and implementation of principles and concepts in nursing, with incorporation of skills and knowledge applicable in many different types of nursing situations involving health needs of children, adolescents, and their families. Emphasis on use of the nursing process to reach a nursing diagnosis and identify nursing treatment. Fifteen hours' clinical experience. Prerequisites: Nursing 313, 314, Psychology 310; corequisite: Nursing 315. (Offered spring quarter only.)

Nursing 337. Pharmacology (3)

Presentation of major therapeutic medications by class, source, metabolic actions, interactions, and side effects to provide the student with a basis for understanding and evaluating the individual's reaction to pharmacologic agents. Three lectures. Prerequisite: For Nursing majors, Chemistry 203, Biology 311, Biology 352; for others, permission of the instructor.

Nursing 401. Health Problems of Adults Through Senescence, Part I

This course focuses on major health problems experienced in contemporary society and emphasizes maintenance of physical and emotional health, prevention of illness, and therapeutic and rehabilitative health care. Principles and concepts from the natural and behavioral sciences are applied to the nursing process. Three lectures, two discussions. Prerequisites: Nursing 315, 316; corequisite: Nursing 402. Non-majors must receive permission of instructor. (Offered fall quarter only.)

Nursing 402. Health Care of Adults, Part I

Clinical experience in the nursing care of patients. Students develop expertise in implementing the nursing process to meet the needs of patients with physical and emotional health problems in the acute care setting. Fifteen hours' clinical practice. Prerequisites: Nursing 315, 316; corequisite: Nursing 401. (Offered fall quarter only.)

Nursing 403. Health Problems of Adults Through Senescence, Part II

This course focuses on the major adaptive processes of aging and gives students an opportunity to assist the elderly in maintaining activities essential for optimum health. Students will practice nursing in acute care centers, geriatric homes, and private homes in the community. Two lectures, two discussions, one laboratory. Prerequisites: Nursing 401, 402; corequisite: Nursing 404. Non-majors must receive permission of instructor. (Offered winter quarter only.)

Nursing 404. Health Care of Adults, Part II

Clinical experience in the health care of the elderly in community health and community mental health agencies and acute care facilities. Fifteen hours' clinical practice. Prerequisites: Nursing 401, 402; corequisite: Nursing 403. (Offered winter quarter only.)

Nursing 410. Supervised Advanced Practicum in Nursing

Clinical area of student's choice. An in-depth supervised practicum in nursing care, to include concepts and multiple patient assignments. Use of skills laboratory, multi-media laboratory, and clinical areas in community. Fifteen hours of clinical practice. Prerequisite: Nursing 403, 404. (Offered spring quarter only.)

IN ST 415. Infant Stimulation and Development

Interdisciplinary focus on growth and development from conception through the first two years of life. Special emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. Cultural and ethnic influences are also considered. Lecture, discussion and laboratory. Prerequisite: Psychology 100 or permission of instructor.

Nursing 490. Senior Seminar

Exploration and analysis of scientific and technologic advances as they affect health care in contemporary society. Theories and concepts of management and research are studied as they relate to nursing and the delivery of health care. Presentation and discussion by faculty and students. Three lectures, two discussions. Prerequisites: Nursing 403, 404. Nursing majors only. (Offered spring quarter only.)

Nursing 496. Selected Advanced Practicum in Nursing

Clinical area of student's choice. An in-depth practicum in nursing care, to include concepts and multiple patient assignments. Use of skills laboratory, multi-media laboratory, and clinical areas in community. Fifteen hours of clinical practice. Prerequisite: Major in Nursing. (Offered spring quarter only.)

EXTERNAL DEGREE PROGRAM IN NURSING

The external degree program is designed to provide a baccalaureate degree (Bachelor of Science) in nursing for associate degree and three-year diploma registered nurses within the College's area of instruction for higher education. The degree granted will be identical to that given on the California State College, Bakersfield campus. The program is designed for registered nurses who because of work obligations, home responsibilities, or inconvenient location, are unable to study toward a degree in the internal program. The program is another educational track offered registered nurses to complete requirements for a bachelor of science in nursing.

The nursing major courses are presented in modular form and may be studied by the registered nurse student at off-campus learning sites. The curriculum is identical to the internal degree in nursing program, but students will progress at their own rate through independent study, aided by the instructor's seminars. Credit by examination is offered to registered nurses who wish to challenge components (mini modules) of a course or an entire nursing modular course (except Nursing 490 and 496). Registered nurses are also encouraged to seek credit for previous work and experience through experiential learning credit (see p. 234).

Eligibility Criteria:

1. A registered nurse holding a valid California license (or a nurse on a military base)
2. A graduate from an accredited school of nursing, either diploma school or community college
3. A resident within the college area
4. Working or planning to work in the nursing profession
5. Valid factors preventing enrollment in the internal program
6. Veterans will receive preference
7. Minority students are encouraged
8. Age is not a consideration
9. Date of graduation from school of nursing is not a limiting factor
10. Meets the basic entrance requirements of California State College, Bakersfield.

Admission to the Program:

Registered nurses interested in applying for this program should contact the Coordinator of External Degree Program in Nursing at CSB for further information and application forms.

PHYSICS/EARTH SCIENCES DEPARTMENT

PHYSICS

The Physics program serves multiple roles in the College's educational system. Not only does it prepare students for advanced study and professional work in physics and other physical sciences such as geophysics, atmospheric physics, etc., but it also provides the necessary education in physics for students of other sciences.

In view of the highly technological nature of the society in which we live, the department also places high priority on the education of the non-science student. Physics 100, in particular, is designed to help these students achieve an understanding of the methods and goals of science and to provide them an opportunity to seriously consider and discuss important socio-scientific-technological questions.

Although the minimum degree requirements are stated below, majors in Physical Science with the Physics Option who plan to pursue careers as professional physicists are advised to take additional physics and mathematics courses. Members of the Physics faculty will be pleased to provide counseling on recommended programs to any students who may wish to pursue this major.

REQUIREMENTS FOR THE MAJOR IN PHYSICAL SCIENCES

Minimum requirements for a Bachelor of Science degree in Physical Sciences:

- A. Physics 201, 202, 203
Chemistry 201, 202, 203
Earth Science 201, 202, 203
- B. Five upper division courses, including at least one each from physics, chemistry, and earth science
- C. Physics, chemistry, or earth science 480
- D. Physics, chemistry, or earth science 490

Cognate area:

Math 201, 202

Requirements for the Major in Physical Sciences with Physics Option

Twelve courses, including the following (or equivalent):

- A. Physics 201, 202, 203 and either Chemistry 202 (or 150) and 203 or Earth Sciences 201 and 202
- B. Three 300 level courses, selected from the following:
Physics 301, 302, 303, 307, 311, 312 (at least two), or
Chemistry 301, 302, 303, 311, or
Earth Sciences 301, 302, 306, 307
- C. Two additional upper division courses selected from the above, or from the following:
(at least one in Physics)
Physics 401, 402, 403, 404
Chemistry 404, 423

Note: From the combination of B and C, there must be at least two courses outside of Physics, preferably in the same field as the elected 200 level courses.

- D. Physics 480 and 490

Physics 100 is recommended.

Cognate area: Mathematics 201, 202, and 203 are the minimum required.

Additional courses in Mathematics will depend on the program needs of the individual student.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Physical Science with Physics Option has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State

of California Single Subject Credential. This means that Examination Waiver for Physical Science has been approved for a CSB graduate with an *approved* major in Physical Science with an option in Physics.

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Physics 100. Perspectives in Physics

Modern physics in historical perspective; relevance of current physical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Village 117. Perspectives in Literature and Science (10)

See listing under Village courses. Credit given for both Physics 100 and English 101.

Physics 150. Introduction to Principles of Physics

Elements of mechanics, electricity, and modern physics. This course is designed to cover these selected areas of physics in a somewhat abbreviated fashion in a single term, and cannot be used as a prerequisite for other physics courses. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: One year of high school algebra or Math 104.

Physics 201. Basic Principles of Newtonian Physics

Newtonian mechanics and optics; relationships to contemporary physics; field and laboratory investigations, with emphasis on physical measurement of optical phenomena and motion. Two lectures, one discussion, and two three-hour laboratories. Instructional modules keyed for use with either calculus-based or non-calculus text: Physics 201.1, calculus-based; Physics 201.2, non-calculus based. Prerequisite or concurrent: Mathematics 106.

Physics 202. Basic Principles of Maxwellian Physics

Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics and magnetism, including the application of heat. Two lectures, one discussion, and two three-hour laboratories. Instructional modules keyed for use with either calculus-based or non-calculus text: Physics 202.1, calculus-based; Physics 202.2, non-calculus. Prerequisite: Physics 201.

Physics 203. Basic Principles of Contemporary Physics

Modern physics; principles of relativity, quantum phenomena and the structure of matter. Observation and investigation related to atomic and molecular structure. Two lectures, one discussion, and two three-hour laboratories. Instructional modules keyed for either calculus-based or non-calculus text: Physics 203.1, calculus-based; Physics 203.2, non-calculus. Prerequisite: Physics 202.

Physics 211. Biomedical Instrumentation

Underlying theory of electronic transducers, information processing equipment, and display devices utilized in current biomedical research and practice. Intended primarily to provide a theoretical basis for the understanding of the instrumentation utilized in biomedical laboratories. Three hours lecture/discussion and two three-hour laboratories.

Physics 277. Contemporary Topics in Physics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses

All upper division courses meet for one lecture, one discussion and three three-hour laboratories, unless otherwise designated.

Physics 301. Concepts of Force Fields and Potential

Basic laws pertaining to fields, forces, potential, and potential energy in gravitation, electromagnetism, and fluid mechanics. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202.

Physics 302. Concepts of Oscillations and Waves

Basic laws pertaining to harmonic, damped, and forced oscillations in vibrating systems. Laboratory investigation and presentation. Prerequisites: Physics 202, Math 202.

Physics 303. Concepts of Radiation and Spectra

Basic laws pertaining to the propagation and transmission of radiation in the electromagnetic spectrum; electromagnetic theory. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202.

Physics 307. Concepts of Physical Systems

Electronics systems; development of models. Laboratory investigation and presentation. Prerequisites: Physics 202, Math 202.

Physics 311. Concepts of Atomic and Molecular Physics

Quantum phenomena in statistical mechanics and electricity. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202.

Physics 312. Concepts of Nuclear Physics

Experimental phenomena of elementary particles in relation to nuclear models. Observation, investigation and presentation. Prerequisites: Physics 203, Math 202.

Physics 313. Concepts of Solid State Physics

Introduction to solid state structures and x-ray diffraction analysis, thermal, electronic, magnetic, optical, and defect properties of crystalline solids. Introduction to polymers and glasses. Prerequisites: Math 202, Physics 202 and either Physics 302 or 311, or Chemistry 301.

Upper Division Elective Courses**Physics 401. Linear Systems**

Mechanical-electrical systems; development of models. Laboratory investigation and presentation. Prerequisites: Physics 307, Math 210, 302.

Physics 402. Statistical Physics

Macro phenomena as a result of average of micro phenomena; statistical mechanics, quantum probabilities; development of models. Five hours lecture/discussion. Prerequisites: Math 202 and either two upper division Physics courses or Chem 302. Recommended: Math 204.

Physics 404. Introduction to Quantum Mechanics

Schrodinger formulation and solution of quantum mechanical problems, including the harmonic oscillator, particle in a box, the hydrogen atom, etc. Application to atoms and molecules. Prerequisites: Math 302 or Math 204, and either Physics 302 or 311, or Chem 301.

Physics 477. Special Topics in Physics

Topics and prerequisites to be announced. May be repeated in different topics.

Physics 496. See p. 240.

Required Senior Courses**Physics 480. Research Participation**

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) Students preparing to teach may repeat once with emphasis on research in the areas of curriculum and materials development.

Physics 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Five discussions. Prerequisite: Major or minor in physics.

Graduate Courses**Physics 577. Advanced Topics in Physics (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in physics.

Physics 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

EARTH SCIENCES

The Earth Sciences consist of geology, geography, meteorology, hydrology, oceanography, and soil science. The degree offered is the B.S. in Earth Sciences, usually with an emphasis on geology, geography, or on secondary school Earth Science teaching. In addition, a concentration in Environmental Studies is offered jointly with the Departments of Biology and Economics (see p. 82).

The curriculum and courses offered in Earth Sciences stress the physical framework of the environment and its relationships to organisms and to man.

Graduates with the B.S. degree in Earth Sciences may find employment in industries involved in mineral resources exploration, and with various federal and state organizations and agencies involved with the physical environment. Some graduates are trained for secondary school science teaching in Earth Science.

REQUIREMENTS FOR THE MAJOR IN EARTH SCIENCES

The Bachelor of Science degree in Earth Sciences requires eleven courses in Earth Sciences, including the following (or equivalent):

- A. Earth Sciences 201, 202, and 203
- B. Three 300 level courses
- C. Earth Sciences 480. Research Participation
Earth Sciences 495. Field Course in Environmental Sciences
Earth Sciences 490. Senior Seminar
- D. Two additional upper division courses
Earth Sciences 100 is recommended.

Cognate areas: Mathematics 140 or 340 and 210.

NOTE: Some branches of geology and geography depend heavily upon mathematics and/or other sciences such as biology, chemistry, or physics. Students should discuss with their advisor their projected career plans and the possible advisability of courses in one or more of these sciences or mathematics.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Earth Sciences has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Physical Science has been approved for a CSB graduate with an *approved* major in Earth Sciences.

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to adequate preparation. In cases of doubt, consultation with the instructor is encouraged.

Lower Division

Earth Sciences 100. Perspectives in the Earth Sciences

Modern earth sciences in historical perspective; relevance of current concepts in the earth sciences to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Earth Sciences 201. Basic Principles of Geology

Evolution of the earth as a planet, with emphasis on the geology of the crust; distribution of features and materials; field and laboratory investigation of physical processes and materials. Two lectures, one discussion, and two three-hour laboratories.

Earth Sciences 202. Basic Principles of Hydrology

Evolution of the hydrologic cycle with emphasis on streams and ground water; long-term climatic effects; availability and use of water; field and laboratory investigations. Two lectures, one discussion, and two three-hour laboratories. Recommended: E.Sci. 201.

Earth Sciences 203. Basic Principles of Physical Geography

Human habitats at the interface of the solid, fluid and gaseous phases of the planet. The physical geography of environmental elements, with emphasis on interaction of the physical elements with one another, the biotic elements and human use. Field and laboratory investigations of energy-mass budget relationships and processes in spatial contexts. Two lectures, one discussion, and two three-hour laboratories. Recommended: E Sci 201, 202.

Earth Sciences 211. Basic Principles of Atmospheric Science

Characteristics and properties of the atmosphere; meteorological phenomena; climatic patterns and distributions; relations of climates with total environmental changes. Field and laboratory investigation of atmospheric processes, distributions, relationships and changes. Recommended: E.Sci. 202, 203, Physics 201.

Earth Sciences 275. General Principles of Cartography (2)

Representation of the locational and spatial concepts and elements of the environment in maps and other graphics. Concepts of map design and composition. Map planning and research. Reproduction methods. History of cartography as a geodetic science in the context of changing scientific and technological capabilities and the evolving human environment. One lecture and one three-hour laboratory.

Earth Sciences 277. Contemporary Topics in the Earth Sciences

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses

All upper division courses meet for one lecture, one discussion and three three-hour laboratories, unless otherwise designated.

Earth Sciences 302. Concepts of Oceanography

Origin of the oceans and ocean basins; geology of the sea floor; properties and dynamics of the oceans; marine ecology. Field and laboratory investigation and presentation. Prerequisite: E Sci 201.

Earth Sciences 303. Concepts of Mineralogy

Origin and formation of minerals in the earth's crust. Laboratory and field investigation of physical (x-ray included), chemical, and optical properties of minerals and mineral deposits. Laboratory and field projects. Prerequisites: Chem 201 and E Sci 201.

Earth Sciences 304. Concepts of Sedimentation and Sedimentary Structures

Origin of the sedimentary cover on the earth's crust, with emphasis on transportation and deposition; structures in sedimentary rocks; physical and biological processes. Field and laboratory investigation and presentation. Prerequisites: E Sci 201, Math 140.

Earth Sciences 305. Concepts of Paleontology

Origin of life on the earth; interpretation of the fossil record; development and distribution of plants and animals through geologic time. Field and laboratory investigation and presentation. Prerequisites: E Sci 201; Math 140 or 340.

(NOTE: Courses in Evolution, Ecology, Biogeography, and Conservation of Biological Resources are listed under Biology.)

Earth Sciences 306. Concepts of Petrology and Petrography

Origin, formation, and classification of igneous, sedimentary, and metamorphic rocks, emphasizing field identification under low magnifications. Spatial, physicochemical, thermodynamic, and petrographic properties of natural earth materials. Field and laboratory investigation and presentation. Prerequisite: E Sci 303.

Earth Sciences 307. Concepts in Earth Structure

Reactions of the earth's crust and surface to internal stresses; folding and faulting; origins of stresses; mountain building. Field and laboratory presentation. Prerequisite: E Sci 306.

Upper Division Elective Courses**Earth Sciences 351. Concepts of Human Geography**

Description, analysis and synthesis of the relationships between social and natural factors in the environment; the physical bases of cultural geography; research tools and methods in human geography; field and laboratory study using the systems approach; land utilization and human relationships. Three lectures, one discussion and one laboratory. Prerequisite: E Sci 203. Recommended: E Sci 275, Math 140.

Earth Sciences 352. Concepts of Spatial Geography

Description, analysis, and synthesis of the distribution of social and natural factors in the environment; regional case studies in areas of student interest (e.g., Latin America or Asia); development of statistical regional models. Three lectures, one discussion, and one laboratory. Prerequisite: E Sci 203. Recommended: Math 140, E Sci 275.

Earth Sciences 353. Concepts of Urban Geography

Analysis of the distribution, structure, patterns of land use and transportation, economic base, and other spatial aspects of urban phenomena; quantitative analysis and measurement. Three lectures, one discussion, and one laboratory. Prerequisite: E Sci 203. Recommended: Math 140, E Sci 275.

NOTE: Students having a special interest in urban studies are encouraged to take Sociology 342, BPA 479, Economics 340, and History 358.

IN ST. 354. Concepts of Political Geography

Bases of political geography; the state as a geographic region; and roles of the several geographic factors such as climates, soils, and strategic location. Internal characteristics and external relations of the state. Relations of the state and nation. Development of conceptual models of principles and real-world processes. Three lectures, one discussion, and one laboratory. Prerequisite: one course in geography or one course in political science. Recommended: E Sci 275.

Earth Sciences 401. History of the Earth

History of the dynamic behavior of the earth's crust, particularly as illustrated by the sedimentary record in the stratigraphic column, reflecting the interaction of the solid, liquid, and gaseous outer envelopes of the planet. Field and laboratory investigation and presentation. Prerequisites: E Sci 201; 304 or 305.

Earth Sciences 403. Conservation of Physical Resources

Nonrenewability of physical resources; patterns, interactions, and conflicts of land use; impacts of first use and recycling; development of model systems. The role of planning in conservation. Recommended: E Sci 201, 202, 203, 351.

Earth Sciences 405. Historical Geography

Influence of the environmental setting on the development of economic and cultural geographic regions; relation to physical and biological provinces; development of inferential environmental models. Field and laboratory investigation and presentation. Three lectures, one discussion, and one laboratory. Prerequisite: E Sci 203. Recommended: E Sci 275, 351, or 352.

Earth Sciences 408. Geomorphology

Origin of the topography of the continents, with emphasis on the recent evolution of the present environment. Field and laboratory investigation and presentation. Prerequisite: E Sci 203, 307.

Earth Sciences 411. Geochemistry of Earth Materials

Chemistry, mineralogy, and petrology of the sulphide and silicate systems, with some emphasis on solid-state physics. Field and laboratory investigation and presentation. Prerequisites: E Sci 306 and Chem 302 or Physics 403.

Earth Sciences 477. Special Topics in the Earth Sciences

Topics and prerequisites to be announced. May be repeated for different topics. These will include from time to time such subjects as: geology of petroleum; economic geography; advanced environmental earth science; regional geography; soils geochemistry; hydrology; paleobiology; and paleoecology. Specific areas designated when offered, and prerequisites listed depending on the specific areas.

Required Senior Courses**Earth Sciences 480. Research Participation**

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Earth Sciences 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Five discussions. Prerequisite: Major or minor in earth sciences.

Earth Sciences 495. Field Course in Earth Sciences

Fundamentals of surveying and mapping and methods of field investigation in the Earth Sciences.

Earth Sciences 496. See p. 240.**Graduate Courses****Earth Sciences 577. Advanced Topics in Earth Sciences (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Earth Sciences.

Earth Sciences 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

COLLEGE COUNCIL OFFICERS

1976-77

Chair, College Council	Jacquelyn A. Kegley Ph.D., Columbia University
Secretary, College Council	Kenneth E. Secor Eng.D., University of California, Berkeley

FACULTY AND STAFF OFFICERS

1976-77

Chair, Faculty Forum	Allan L. Seltzer Ph.D., University of Chicago
Vice Chair, Faculty Forum	Alan C. Greene Ph.D., Brown University
Secretary, Faculty Forum	Melvyn L. Dutton Ph.D., University of California, Irvine
Recording Secretary, Faculty Forum	Norman K. Prigge Ph.D., University of California, Santa Barbara
Director, Center for Professional Development	Jill W. Cohn Ph.D., Michigan State University
Chair, Staff Forum	Judy Clausen
Secretary, Staff Forum	Sharon Mebane
Treasurer, Staff Forum	Karen Stotts

FACULTY DIRECTORY

1976-77

- AHERN, David W. (1976) Lecturer in Political Science
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- BROOKS, Beatrice R. (1975) Professor of Nursing
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- CALHOUN, George Jr. (1973) Associate Professor of Education
B.A., M.A., Eastern Michigan University; Ph.D., University of Michigan
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B.A., M.A., University of California, Berkeley
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A.B., Dartmouth College; M.A., Ph.D., Stanford University
- CLARK, S. Eugene (1972) Associate Professor of Political Science
and Acting Chair (Fall, 1976)
B.A., Colgate University; M.A., Pennsylvania State University; Ph.D., University of
Pennsylvania
- CLOW, Scott F. (1972) Assistant Professor of Economics
B.A., Sacramento State College; Ph.D., University of Illinois
- COASH, John R. (1970) Dean, School of Natural Sciences and Mathematics,
and Professor of Earth Sciences
A.B., Colorado College; M.A., University of Colorado; Ph.D., Yale University
- COE, Robert K. (1970) Provost, Academic Village,
and Professor of Management
B.S., M.B.A., Ph.D., Syracuse University
- COHEN, David C. (1973) Associate Professor of Psychology
B.A., Yale University, M.A., Ph.D., Harvard University
- COHN, Jill W. (1973) Associate Professor of Education
and Director, Center for Professional Development
B.A., M.A., University of Michigan; Ph.D., Michigan State University
- COHN, Kim C. (1972) Associate Professor of Chemistry
B.S., Queens College; M.S., Ph.D., University of Michigan
- COOK, Nancy L. (1972) Professor of Nursing
B.S., M.A., Ph.D., University of Minnesota
- COOKE, E. David (1971) Chair of Special Programs
and Professor of Education
A.B., M.A., Ed.D., University of California, Los Angeles
- CORRAL, Helia M. (1974) Assistant Professor of Spanish
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- CRAIG, Charles (1972) Head Coach of Track
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- D'AMOUR, Georgette (1976) Lecturer in Nursing
(Fall, 1976)
B.S., San Jose State University; M.P.H., University of Hawaii School of Public Health
- DETWILER, Daniel P. (1970) Chair of Physics/Earth Sciences
and Professor of Physics
B.A., Swarthmore College; M.S., Ph.D., Yale University
- DICKSON, Luther (1972) Assistant Professor of Chemistry
(Fall and Winter)
B.A., Miles College; M.S., Ph.D., University of Pacific

- DIETIKER, K. Edward (1972)Professor of Psychology
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- DOLKART, Ronald H. (1973)Associate Professor of History
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- DULL, Roy R. (1970)Dean of Graduate and Extended Studies and
Professor of Public Administration
B.A., University of California, Riverside; M.B.A., Stanford University; Ph.D., Claremont
Graduate School
- DUNN, Viola Jean (1970)Senior Assistant Librarian, Documents and Reference
B.Mus.Ed., University of Montana; M.A., San Jose State College
- DUQUETTE, Raymond (1972)Professor of Education
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B.S., Massachusetts State College; M.S., University of Bridgeport; Ph.D., Arizona State
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- DUTTON, Melvyn L. (1971)Associate Professor of Chemistry
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of California, Irvine
- EAVES, Mary (1974)Lecturer in Nursing
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University
- EDGEITE, Charles J. (1974)Lecturer in Accounting
B.B.A., Doctor of Commercial Science, St. John's University
- EDWARDS, Nathan A. (1970)Professor Emeritus of Education
B.S., Iowa State University; M.S., Drake University; Ph.D., University of Iowa; Licensed
Psychologist, California
- ERB, Emerson C. (1972)Professor and Program Chair for Accounting
B.S., M.B.A., D.B.A., Indiana University; CPA, Indiana
- FALERO, Frank, Jr. (1972)Professor of Economics
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- FANG, Fabian T. (1970)Professor of Chemistry
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- FLACHMANN, Michael (1972)Associate Professor of English
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- FLEMING, Kathryn L. (1973)Coordinator, External Degree Program in Nursing
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- FLETCHER, Robert G. (1971)Professor and Program Chair for Finance
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- FRANKEL, Jacob P. (1974)President and Professor of Physics
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- GEIGLE, Ray A. (1970)Associate Professor of Political Science
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B.S., University of Utah; M.A., Ph.D., University of Washington
- GEORGE, James H. (1970)Associate Professor of History
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- GILLELAND, Martha J. (1972) Chair and Associate Professor of Chemistry
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- GRAHAM, Hugh F. (1970) Professor of History
B.A., M.A., University of Toronto; A.M., Princeton University; Ph.D., University of Southern California
- GRANSKOG, Jane E. (1974) Assistant Professor of Anthropology
B.S., Michigan State University, East Lansing; Ph.D., University of Texas
- GRAVES, Richard D. (1970) Audio-Visual Coordinator
and Professor of Education
A.B., M.A., San Jose State University; D.Ed., University of California, Los Angeles
- GRAVES, Richard W. (1972) Professor of Business and Program Chair for
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B.B.A., M.B.A., University of Texas; D.B.A., Indiana University
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- GREENE, Alan C. (1971) Professor of Physics
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- GUILMET, George M. (1976) Lecturer in Anthropology
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- HARDY, John W. (1970) Professor of Mathematics
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- HARRIE, Jeanne (1976) Assistant Professor of History
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- HARTLEP, Karen L. (1976) Assistant Professor of Psychology
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- HEFLIN, Thomas L. (1973) Associate Professor of Finance and Insurance,
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B.S., M.S., San Jose State University; Ph.D., University of Oregon
- HEIVLY, Michael (1975) Assistant Professor of Art
B.A., Lycoming College; M.F.A., University of Colorado
- HIBBARD, George B. (1970) Dean of Students and Professor of Education
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- HINDS, David S. (1970) Professor of Biology
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- HORTON, James C. (1970) Professor of Biology
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 B.A., Wells College; M.A., Ph.D., State University of New York, Binghamton
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 B.A., M.Sc., State University of New York College, New Paltz; Ph.D., State University of New York, Binghamton
- JOGLEKAR, Sarojini D. (1976) Lecturer in Nursing
 R.N., India; B.S., University of Ottawa, Canada; M.Ed., Columbia University Teachers College
- JONES, Bruce W. (1973) Associate Professor of Religious Studies
 B.A., Amherst College; B.D., Union Theological Seminary; Ph.D., Graduate Theological Union, University of California, Berkeley
- JONES, Daniel J. (1970) Professor of Earth Sciences
 B.S., M.S., University of Oklahoma; Ph.D., University of Chicago
- JUHASZ, Joanne M. (1972) Professor of Nursing and Assistant Coordinator,
 External Degree in Nursing
 B.S.N., St. Louis University; M.S.N., Catholic University of America
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 B.A., University of Virginia; M.A., Ph.D., Northwestern University
- KEGLEY, Charles W. (1970) Chair of Philosophy/Religious Studies
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 A.B., Northwestern University; B.D., Chicago (Lutheran) Theological Seminary; M.A., Ph.D., Northwestern University
- KEGLEY, Jacquelyn A. (1973) Assistant Professor of Philosophy
 B.A., Allegheny College; M.A., Rice University; Ph.D., Columbia University
- KELLENBERGER, Lonnie R. (1971) Associate Professor of Education
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- KERZIE, Ted L. (1976) Assistant Professor of Art
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 B.A., Luther College; B.D., Luther Theological Seminary; Ph.D., Columbia University-Union Theological Seminary
- KETTERL, George W. (1970) Associate Professor of Art
 B.S., Moorhead State College; M.F.A., Claremont Graduate School
- KIRKLAND, Janice (1970) Senior Assistant Librarian,
 Catalog and Periodicals
 A.B., M.L.S., University of California, Berkeley
- KLEINSASSER, Jerome (1972) Associate Professor of Music
 B.S., M.A., Ph.D., University of Minnesota
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- LAWRENCE, Albert C. (1976) Lecturer in Accounting
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- LEAPLEY, Peggy (1976) Lecturer in Nursing
B.S., Indiana University; M.P.H., University of Michigan
- LEBSACK, Donald E. (1975) Lecturer in Physics
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- LINXWILER, Gerald W. (1974) Assistant Librarian, Reference
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B.A., SUNY Albany, M.A., SUNY Buffalo
- LOZANO, Carlos (1970) Professor of Spanish
B.A., Ph.D., University of California, Berkeley
- LYSS, Liny E. (1976) Chair and Professor of Nursing
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B.S., University of Idaho; Ph.D., Stanford University
- MCCALL, Charles H. (1970) Chair and Professor of Political Science
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A.B., A.M., Indiana University; Ph.D., Yale University
- McMILLIN, James D. (1972) Associate Professor of Sociology
B.A., M.A., Washington State University; Ph.D., Southern Illinois University
- MEHLING, Gordon R. (1974) Associate Professor of Music
Ed.B., University of Alberta, Canada; M.M., Michigan State University; Ph.D., Michigan State University
- MENEFEE, John A. (1974) Assistant Professor of Economics and Director
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B.A., Austin College; M.A., North Texas State University; M.A., Ph.D., Duke University
- MICHALS, Bernard E. (1970) Professor of Education and Biology
A.B., M.A., Colorado State College; Ed.D., Stanford University
- MILLER, Carl E. (1970) Chair of Teacher Education, Professor of Education,
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- MILLER, Richard O. (1973) Associate Professor of Public Administration
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- MOE, L. Maynard (1976) Acting Assistant Professor of Biology
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R.N., B.S., M.S., University of Pennsylvania
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- ROSS, James L. (1972) Associate Professor of Sociology
B.S., M.A., University of Georgia; Ph.D., Ohio State University
- ROUSE, David L. (1974) Assistant Professor of Philosophy
B.A., University of Kentucky; M. Div., Lexington Theological Seminary; M.A., Ph.D.,
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- RUDD, Howard F. (1973) Associate Professor of Management
B.S., M.B.A., Syracuse University; D.B.A., Texas Technological University

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B.A., University of Washington; M.A., University of Illinois at Chicago Circle
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B.S., University of Nevada
- SAGE, John N. (1972) Chair and
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B.A., M.A., Ed.D., University of California, Los Angeles
- SASAKI, Edwin H. (1972) Chair and Associate Professor of Psychology
B.A., Willamette University; Ph.D., Stanford University
- SASTRI, M.I. (1972) Assistant Librarian, Acquisitions
B.A., M.A., Andhra University, Waltair, India; Ph.D., Western Reserve University
- SCHEIDE, Benton F. (1970) Director of Libraries
and Professor of Education
B.A., M.A., University of Denver; Ph.D., Case Western Reserve University
- SCHERB, Robert E. (1976) Lecturer in Marketing
B.A., University of Southern California
- SEAY, Joe (1972) Head Coach of Wrestling
and Lecturer in Physical Education
B.S., M.S., Kansas State University
- SECOR, Kenneth E. (1970) Dean for Administration
and Professor of Mathematics
B.S., M.S., Eng.D., University of California, Berkeley; Registered Civil Engineer in
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- SEGESTA, James E. (1970) Associate Librarian, Head of Reference Service
B.A., University of Michigan; M.S., M.A., University of Southern California
- SELTZER, Allan L. (1971) Associate Professor of Psychology
B.A., Ph.D., University of Chicago
- SERRANO, Rodolfo G. (1974) Associate Professor of Education
B.A., San Jose State College; M.A., University of the Pacific; Ph.D., University of Arizona
- SETHI, Renuka R. (1973) Associate Professor of Education
B.A., Nagpur University; B.Ed., University of Delhi; M.Ed., Smith College; Ph.D., Ore-
gon State University
- SHUSTER, Louis J. (1970) Professor of Management
A.B., California State University, Sacramento; M.B.A., D.B.A., University of Washing-
ton
- SILVERMAN, Philip (1971) Professor of Anthropology
B.A., University of Oklahoma; Ph.D., Cornell University
- SMITH, E. Paul (1976) Lecturer in Health Care Management
B.A., Loyola University of Los Angeles; M.P.A., University of Southern California
- SMITH, Marion B. (1972) Chair and Professor of Mathematics
B.S., M.S., Louisiana State University; Ph.D., University of North Carolina
- SPENCER, David G. (1970) Chair and Professor of English
(on leave spring, 1977)
A.B., M.A., Ph.D., University of California, Berkeley
- SPENCER, Jeffry B. (1973) Associate Professor of English
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- STANLEY, Gerald (1973) Assistant Professor of History
B.A., California State University, Chico; M.A., Ph.D., University of Arizona

- STILLMAN, Richard J., Jr. (1972) Professor of Public Administration
A.B., Harvard University; M.P.A., Ph.D., The Maxwell School, Syracuse University
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B.A., Harvard University; M.A., Ph.D., Princeton University
- STROMMER, Thomas O. (1976) Lecturer in Mathematics
B.S., M.S., Ph.D., University of Washington
- STRUNKA, Joseph V. (1974) Assistant Professor of Education
B.S., Western Illinois University; M.S., Eastern Illinois University; Ph.D., University of Nebraska
- SUTER, Steven E. (1970) Associate Professor of Psychology
B.S., Bethany College; M.A., Bowling Green State University; Ph.D., Johns Hopkins University
- SWANK, Marilyn D. (1976) Lecturer in Education
B.S., M.S., Purdue University
- TANNER, V. Jane (1973) Assistant Professor of Education
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B.A., University of Wyoming; M.S., Florida State University; Ed.D., Brigham Young University
- TAYLOR, Laird E. (1973) Associate Professor of Mathematics
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